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ABSTRACT

This teacher's guide for the hospitality and tourism industry is designed to include the entry-level competencies students will need to enter any of the occupational areas identified in the front-desk section of the lodging occupations cluster. These occupations include front-desk clerk, cashier, telephone operator, guest-service agent, reservations/sales agent, bell attendant, courtesy driver, and concierge. The guide contains five units of instruction that cover the following topics: introduction to a career in guest service, introduction to the tourism industry, reservations, registration and checkout, and other front-office functions. Each instructional unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. A glossary of technical terms is also included. The unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. This teacher edition also contains the following information: use of the publication; tools, materials, and equipment list; competency profile; instructional/task analysis; academic and workplace skill classifications and definitions; related academic and workplace skills list; and seven references. (KC)

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Guest-Service Agent

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Teacher Edition

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MAVCC

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Guest-Service Agent

Teacher Edition

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Foreword

Guest-Service Agent is part of a series of instructional materials MAVCC is developing for the hospitality and tourism industry. MAVCC has identified four major cluster areas within the industry—lodging, food service, travel and tourism, and recreation. Initially, MAVCC developed a core publication, *Introduction to Hospitality and Tourism*, to include the entry-level competencies students would need to enter any of the occupational areas identified in the cluster areas. MAVCC's Food Production, Management, and Service series serves the needs of students in the food-service cluster.

Guest-Service Agent is designed to include the entry-level competencies students will need to enter any of the occupational areas identified in the front-desk section of the lodging cluster. These occupations include front-desk clerk, cashier, PBX operator, guest-service agent, reservations/sales agent, bell attendant, door attendant, courtesy driver, and concierge.

The success of this publication is due, in large part, to the capabilities of the personnel who worked with its development. Appreciation is extended to them for their valuable contributions to the publication.

These materials are not only designed for student use, but to assist teachers in organizing and improving instruction. Instructional materials in this publication are based on the competency-based concept of first stating the objectives (objective sheet), developing instructional strategies for teaching to those objectives (information, assignment, and job sheets), and assessing to those same objectives (criterion-referenced evaluation instruments).

Every effort has been made to make these materials basic, readable, and by all means, usable. As with all of MAVCC's instructional materials, teachers must localize and personalize these materials to meet their community and classroom/laboratory situation. Teachers are encouraged to supplement the instructional materials and to develop strategies for motivating their students.

Special attention should be given to the matrix identifying basic academic skills being reinforced in these instructional materials as well as the suggestions on ways to increase reinforcement of academic and workplace basic skills. Be reinforcing these skills, the instructor should assist students in improving their employability skills.

As you use these instructional materials, we hope that you will find that they contribute to the quality of your program. If any problems occur or if you have any suggestions for improvement of the materials, please call or write us.

Mervin Birdwell
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Mid-America Vocational
Curriculum Consortium

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Use of Introductory Materials

Introductory materials are included in the teacher edition only and contain useful information to assist administrators and teachers in planning for instruction.

In addition to the general information—such as the table of contents, foreword, and acknowledgments page—information is included on the following:

1. **Use of this publication**—Explains the components of a unit of instruction and how they should be used as part of the teaching/learning process.
2. **Tools, materials, and equipment list**—Provides a comprehensive list of those items needed to successfully complete the assignment sheets and job sheets; assists administrator/teacher in determining program costs.
3. **Competency profile**—Provides a record of student performance for each task included in a unit of instruction. This profile becomes a part of the student's permanent records and should be utilized when directing the student toward employment opportunities.
4. **Instructional/task analysis**—Provides a quick review of contents of the publication; identifies cognitive (knowledge) skills and psychomotor (doing) skills addressed in each unit of instruction.
5. **Academic and workplace skill classifications and definitions**—Defines the basic-skill classifications used by MAVCC. Skill areas reflected by skill groups, subskills, and descriptions have been identified using *Workplace Basics: The Skills Employers Want*, developed by the American Society for Training and Development (ASTD) and the U.S. Department of Labor and adapted by MAVCC.
6. **Related academic and workplace skills list**—Classifies unit tasks (assignment sheets and job sheets) according to the related academic and workplace skills being reinforced.
7. **Reference list**—Provides a comprehensive list of resources used in the development of this publication.

As you use these materials, it is hoped that they will provide useful information to meet a variety of needs.

Use of This Publication

Instructional units

Guest-Service Agent contains 5 units of instruction. Each instructional unit in the teacher edition includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets.

All of the unit components focus on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help to determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

Objective sheet (color code: white)

Each unit of instruction is based on performance objectives that state the goals for successful completion of the course. These performance objectives are stated in two forms: unit objectives, which state the expected performance of each student after completion of the unit of instruction, and specific objectives, which state what the student must do to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Teachers should prepare for each unit by deciding how each objective can best be taught.

Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment sheets, job sheets, and written-test items.

Use of This Publication

Suggested activities (color code: pink)

This component is included only in the teacher edition. The suggested activities assist teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of supplemental resources. Ways to integrate academic and workplace skills have been included in the teacher suggestions, and skill areas have been noted in bold type. The teacher should read the suggested activities before teaching a unit and decide how each objective can best be taught. Time should also be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

References used in the development of each unit are listed in the suggested-activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or objectives in the area covered.

Instructions for evaluating student performance on the job sheets are also included in the suggested-activities section. Teachers should select and discuss with students the rating scale that will be used.

Assignment and written-test answers (color code: pink)

Assignment-sheet answers and written-test answers are included only in the teacher edition. These components are designed to assist the teacher in evaluation of student performances on the assignment sheets and written test.

Written test (color code: yellow)

The test is included only in the teacher edition, but duplication is permitted for student use. This component provides criterion-referenced evaluation of every cognitive objective listed in the information sheet. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the test be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

Unit evaluation form (color code: white)

This sheet provides teachers with a record of each student's performance on a unit of instruction. It includes space for assignment-sheet ratings, job-sheet ratings, written-test scores, and teacher comments. The unit evaluation form is included in the teacher edition only, but may be duplicated.

Use of This Publication

Teacher supplements (color code: white)

Teacher supplements are included only in the teacher edition. Teacher supplements are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher-level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the teacher may not have background or with information that is not readily available in other books. Some teacher supplements may be duplicated for student use and are marked accordingly.

Transparency masters (color code: white)

Transparency masters are included in the teacher edition only and are used to direct the students' attention to the topic of discussion. Transparency masters may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction.

Information sheet (color code: green)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide information for the teaching of each objective.

Student supplements (color code: white)

The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment sheets or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information will be evaluated in the completion of assignment sheets or job sheets.

Assignment sheets (color code: tan)

Assignment sheets provide students with pencil and paper activities that give them the opportunity to make practical application of the knowledge presented in the information sheet. Criteria are provided to objectively evaluate student performance.

Job sheets (color code: blue)

The job sheets provide criteria to objectively evaluate student performance, a list of equipment and materials, and a step-by-step procedure needed for practicing a psychomotor skill. The instructor should discuss the equipment and materials used—emphasizing the specific equipment and materials available in the classroom and/or laboratory—and provide the students with demonstrations of the job-sheet procedure prior to having students practice.

Job sheets are an important segment of each unit; they give direction to the skill being taught and allow both the student and instructor to check student progress toward the accomplishment of the skill.

Glossary of technical terms (color code: white)

A glossary of technical terms is provided after the units of instruction. The glossary includes a comprehensive listing of the terms and definitions used within the various units of instruction.

Disseminating material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder or folder for the current unit of study. This is convenient for students taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some teachers prefer to store the material by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student editions contain objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Students should be allowed to take their materials home at the end of the course.

Teaching methods

It is a challenge to keep students motivated. Instructors should supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning their teaching/learning experiences.

Tools, Materials, and Equipment List

Unit 1: Introduction to a Career in Guest Service

Occupational Outlook Handbook
Dictionary of Occupational Titles
Guide for Occupational Exploration
Guest-service career publications, books, and magazines
Career Search computerized guidance program

Unit 2: Guest-Service Functions

Telephone consoles
Information racks
Message racks
Letterboards and letters
Hotel maps
Luggage carts
Items of luggage

Unit 3: Reservations

Reservation forms
Reservation records
Confirmation notices
Guest folios
Computerized reservation system

Unit 4: Registration and Checkout

Guest folios (including pre-registration information slip, guest bill, and registration card)
Information forms
Credit-card vouchers
Charge vouchers
Transfer vouchers
Guest histories
Computerized registration and checkout system

Unit 5: Other Front-Office Functions

Safety-deposit boxes and keys
Safety-deposit envelopes
Cash-bank record sheets
Cash trays/drawers
Play money (bills and coins)
Cash-deposit envelopes
Exchange-rate sheets

Competency Profile

Name: ________________________________

Directions: Evaluate the student using one of the optional rating scales below. Write the appropriate number/letters to indicate the degree of competency achieved. The descriptions associated with the numbers/letters focus on a level of student performance for each of the tasks listed. The written-test scoreline is provided for optional teacher use. It may not be applicable in all cases.

Optional rating scales

Option A

Rating scale:
4 - **Skilled** - Can perform job with no additional training.
3 - **Moderately skilled** - Has performed job during training program; limited additional training may be required.
2 - **Limited skill** - Has performed job during training program; additional training is required to develop skill.
1 - **Unskilled** - Is familiar with process, but is unable to perform job.
0 - **No exposure** - No information or practice has been provided during training program; complete training is required.
NA - **Non-applicable.**

Option B

Yes - Can perform with no additional training
No - Is unable to perform satisfactorily

Unit 1: Introduction to a Career in Guest Service

______1. Gather personal information.

______2. Gather specific information about the jobs in the guest-service division.

______3. Make career decision.

______4. Develop plan of action to meet career goal.

______5. Categorize hotels according to level of service offered.

______6. ____

______Written-test score

Unit 2: Guest-Service Functions

______1. Record and store incoming messages.

______2. Record wakeup calls on call sheet.

Competency Profile

Unit 2 (cont.)

______3. Provide in-house directions.

______4. Post in-house events.

______5. Load a luggage cart.

______6. ____

______Written-test score

Unit 3: Reservations

______1. Use a manual system to book reservations.

______2. Use a manual system to confirm reservations.

______3. Use a manual system to process advance payment/deposit.

______4. Use a manual system to cancel reservations.

______5. Use a computerized system to handle reservation processes.

______6. ____

______Written-test score

Unit 4: Registration and Checkout

______1. Use a manual system to pre-register guests.

______2. Use a manual system to complete guest's registration.

______3. Use a manual system to post debits and credits and compute final balance on guest folio.

______4. Complete a guest history.

______5. Use a computerized system to pre-register guests and to post debits and credits and compute final balance.

______6. ____

______Written-test score

Competency Profile

Unit 5: **Other Front-Office Functions**

______1. Complete a safety-deposit envelope.

______2. Complete a cash-bank record sheet.

______3. Complete a cash-deposit envelope.

______4. Compute currency exchanges.

______5. Set up a cash drawer.

______6. ______________________________

______Written-test score

Comments: ______________________________

____

____

____

____

Evaluator: ______________________ Date:______________

Permission to duplicate this profile is granted.

Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 1: Introduction to a Career in Guest Service	
1. Terms associated with a career in guest service 2. Purposes of the departments within the guest-service division 3. Qualifications for advancement on the career ladder within the guest-service division 4. Steps in career decision making 5. Descriptions of the categories of hotels according to the level of service offered	6. Gather personal information 7. Gather specific information about the jobs in the guest-service division 8. Make career decision 9. Develop plan of action to meet career goal 10. Categorize hotels according to level of service offered
Unit 2: Guest-Service Functions	
1. Terms associated with guest-service functions 2. Guidelines for taking incoming telephone calls/messages for guests 3. Guidelines for recording and making wakeup calls 4. Steps in posting daily events on letterboards 5. Guidelines for providing in-house directions 6. Steps in assisting guest with luggage during checkin 7. Steps in showing guest to guestroom 8. Guidelines for assisting guest with luggage during checkout 9. Guidelines for making deliveries to guestrooms	10. Record and store incoming messages 11. Record wakeup calls on call sheet 12. Provide in-house directions 13. Post in-house events 14. Load a luggage cart

Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 3: Reservations	
1. Stages in a hotel's guest cycle	12. Use a manual system to book reservations
2. Types of reservations	
3. Types of guaranteed reservations and their definitions	13. Use a manual system to confirm reservations
4. Definitions of types of hotel recordkeeping systems	14. Use a manual system to process advance payment/deposit
5. Types of recordkeeping forms used in handling guest reservations	15. Use a manual system to cancel reservations
6. Guest-service processes required in handling guest reservations	16. Use a computerized system to handle reservation processes
7. Steps in manually booking a reservation	
8. Steps in manually confirming a reservation	
9. Steps in manually processing advance payments/deposits	
10. Steps in manually canceling a reservation	
11. Steps in handling block reservations	
Unit 4: Registration and Checkout	
1. Descriptions of the stages in a hotel's guest cycle	
2. Types of hotel recordkeeping systems	
3. Types of recordkeeping forms used in completing pre-registration and registration, recording financial transactions during occupancy, and in completing the checkout process in hotels using manual systems	

Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 4 (cont.)	
4. Steps in manually pre-registering guests	8. Use a manual system to pre-register guests
5. Steps in manually registering guests	9. Use a manual system to complete guest's registration
6. Steps in manually posting debits and credits on guest folio	10. Use a manual system to post debits and credits and compute final balance on guest folio
7. Steps in manually checking out guests	11. Complete a guest history
	12. Use a computerized system to pre-register and register guests and to post debits and credits and compute final balance
Unit 5: Other Front-Office Functions	
1. Terms associated with front-office functions	8. Complete a safety-deposit envelope
2. Steps in issuing a safety-deposit box	9. Complete a cash-bank record sheet
3. Steps in accessing and closing a safety-deposit box	10. Complete a cash-deposit envelope
4. Steps in opening a cash bank	11. Compute currency exchanges
5. Steps in closing a cash bank	12. Set up a cash drawer
6. Steps in cashing guest checks	
7. Steps in exchanging foreign currency	

Academic and Workplace Skill Classifications and Definitions

Skill groups	Subskills	Definitions
Learning skills	Learning to learn	Developing ability to apply knowledge to other situations; knowing how to learn.
Foundation skills	Reading	Comprehending written information and analyzing, summarizing, and applying what has been read to a specific task.
	Writing	Communicating a thought, idea, or fact in written form in a clear, concise manner.
	Math	Applying computation skills such as reasoning, estimation, and problem solving as they are actually used on the job.
	Science	Applying knowledge learned through study or practice that is based on scientific principles as they relate to specific tasks.
Communication skills	Listening	Listening for content, conversation, long-term contexts, emotional meaning, and directions.
	Oral communication	Communicating a thought, idea, or fact in spoken form in a clear, concise manner.
Adaptability skills	Creative thinking	Using imagination to create something new—i.e. an idea, invention, work of art.
	Problem solving (critical thinking)	Recognizing and defining problems, inventing and implementing solutions, and tracking and evaluating results.
Personal-management skills	Self-esteem	Developing self-confidence and creating a positive self-image.
	Motivation/goal setting	Setting and meeting defined goals and objectives.
	Personal and career development	Emphasizing self-direction by establishing and implementing a plan.
Group-effectiveness skills	Interpersonal relations	Developing the ability to maintain positive relations with others.
	Negotiation	Resolving conflict between two or more individuals.
	Teamwork	Working together in a group to reach a common goal.
Influence skills	Organizational effectiveness	Adapting to the organization's goals, values, culture, and traditional modes of operation.
	Leadership	Directing/influencing a group in performance of a specific task; accepting responsibility for others.

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 1: Introduction to a Career in Guest Service			
Gather personal information (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or idea in written form in a clear, concise manner
	Learning skills	Learning to learn	• Developing ability to apply knowledge to other situations; knowing how to learn
	Adaptability skills	Problem solving	• Recognizing and defining problems, inventing and implementing solutions, and tracking and evaluating results.
Gather specific information about the jobs in the guest-service division (A.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or idea in written form in a clear, concise manner
	Learning skills	Learning to learn	• Developing ability to apply knowledge to other situations; knowing how to learn
	Adaptability skills	Problem solving	• Recognizing and defining problems, inventing and implementing solutions, and tracking and evaluating results
Make career decision (A.S. 3)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or idea in written form in a clear, concise manner
	Learning skills	Learning to learn	• Developing ability to apply knowledge to other situations; knowing how to learn
	Adaptability skills	Problem solving	• Recognizing and defining problems, inventing and implementing solutions, and tracking and evaluating results

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
		Unit 1 (cont.)	
Develop plan of action to meet career goal (A.S. 4)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or idea in written form in a clear, concise manner
	Learning skills	Learning to learn	• Developing ability to apply knowledge to other situations; knowing how to learn
	Adaptability skills	Problem solving	• Recognizing and defining problems, inventing and implementing solutions, and tracking and evaluating results
Categorize hotels according to level of service offered (A.S. 5)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or idea in written form in a clear, concise manner
	Learning skills	Learning to learn	• Developing ability to apply knowledge to other situations; knowing how to learn
		Unit 2: Guest-Service Functions	
Record and store incoming messages (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Communication skills	Listening	• Listening for content and directions
		Oral communication	• Communicating a thought or fact in spoken form in a clear, concise manner
	Adaptability skills	Problems solving	• Recognizing and defining problems, inventing and - implementing solutions, and tracking and evaluating results

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
		Unit 2 (cont.)	
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Record wakeup calls on call sheet (A.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems, inventing and implementing solutions, and tracking and evaluating results
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Provide in-house directions (A.S. 3)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought, idea, or fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Post in-house events (J.S. 1)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Load a luggage cart (J.S. 2)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 3: Reservations			
Use a manual system to book reservations (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Use a manual system to confirm reservations (A.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Use a manual system to process advance payment/ deposit (A.S. 3)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Use a manual system to cancel reservations (A.S. 4)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 3 (cont.)			
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Use a computerized system to handle reservation processes (A.S. 5)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Unit 4: Registration and Checkout			
Use a manual system to preregister guests (A.S. 1)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Use a manual system to complete guest's registration (A.S. 2)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Use a manual system to post debits and credits and compute final balance on guest folio (A.S. 3)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 4 (cont.)			
		Writing	• Communicating a fact in written form in a clear, concise manner
		Math	• Applying computation skills as they are actually used on the job
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Complete a guest history (A.S. 4)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Use a computerized system to pre-register and register guests and to post debits and credits and compute final balance (A.S. 5)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Unit 5: Other Front-Office Functions			
Complete a safety-deposit envelope (A.S. 1)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 5 (cont.)			
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Complete a cash-bank record sheet (A.S. 2)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
		Math	• Applying computation skills as they are actually used on the job
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Complete a cash-deposit envelope (A.S. 3)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
		Math	• Applying computation skills as they are actually used on the job
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Compute currency exchanges (A.S. 4)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Math	• Applying computation skills as they are actually used on the job

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 5 (cont.)			
	Influence skills	Organizational effectiveness	- Adapting to the organization's traditional modes of operation
Set up a cash drawer (J.S. 1)	Foundation skills	Reading	- Comprehending written information and analyzing and applying what has been read to a specific task
	Influence skills	Organizational effectiveness	- Adapting to the organization's traditional modes of operation

Reference List

Career Search Occupational Abstracts. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Career Search Division, n.d.

Gray, William S., and Salvatore C. Liguori. *Hotel and Motel Management and Operations.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

Kasavana, Michael L., and Richard M. Brooks. *Managing Front Office Operations*, 3rd ed. East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1991.

Kelly, Joan, and Ruth Volz-Patton. *Career Skills.* Encino, California: Glencoe Publishing Company, 1987.

Lynch, Richard L., and Edwin L. Herr. *Career Core Competencies: Getting the Job.* New York: Gregg Division, McGraw-Hill Book Company, 1977.

Steadmon, Charles E. *Managing Front Office Operations.* East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1985.

Vallen, Jerome J. *Check In • Check Out: Principles of Effective Front Office Management.* Dubuque, Iowa: Wm. C. Brown Publishers, 1985.

Introduction to a Career in Guest Service
Unit 1

Objective Sheet

Unit objective

After completing this unit, the student should be able to discuss the qualifications for advancement on a career ladder within the guest-service division, develop a plan of action for meeting a career goal within the division, and categorize hotels according to the level of service offered. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match terms associated with a career in guest service to their correct definitions.
2. State purposes of the departments within the guest-service division.
3. Discuss the qualifications for advancement on the career ladder within the guest-service division.
4. List the steps in career decision making.
5. Describe categories of hotels according to level of service offered.
6. Gather personal information. (Assignment Sheet 1)
7. Gather specific information about the jobs in the guest-service division. (Assignment Sheet 2)
8. Make career decision. (Assignment Sheet 3)
9. Develop plan of action to meet career goal. (Assignment Sheet 4)
10. Categorize hotels according to level of service offered. (Assignment Sheet 5)

Introduction to a Career in Guest Service
Unit 1

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below and plan classroom activities. Also note suggestions for print media and supplemental materials.

  Plan presentation to take advantage of student learning styles and to accommodate special-needs students.
- Obtain films, videotapes, and other media to supplement instruction of this unit.
- Obtain copies of the *Occupational Outlook Handbook*, *Dictionary of Occupational Titles*, and *Guide for Occupational Exploration.*
- Make transparencies from the transparency masters included in this unit.
- Select teacher components (teacher supplements, written test, unit evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.
- Prepare classroom. Put up posters and charts and display articles and other references related to the objectives of this unit. You may want to display Teacher Supplement 1 as a student reference when referring to education and training levels discussed in this unit.

Delivery and application

Unit introduction

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

Suggested Activities

- Provide students with objective sheet. Discuss unit and specific objectives.

Teaching suggestions

Objective 1 Match terms associated with a career in guest service to their correct definitions.

- Read and discuss with students the terms and definitions presented in this section of the information sheet. Review with students the differences in the definitions of the terms *job*, *occupational area*, and *career*. In this unit these terms are to be used in clearly different contexts. Point out and expand on the example given under the definition of each term to help students learn the precise meanings as they are used in this unit: a *job* is a specific activity such as a courtesy driver performs; a courtesy driver works in the *occupational area* of guest service, where all jobs involve providing services to hotel guests. And within that occupational area, a courtesy driver may pursue a *career* path that finally leads him or her to the ultimate career goal of guest-service manager. **(Reading/listening for content; applying technical terms)**

- Review also the meanings of the terms *interest*, *aptitude*, *skill*, and *value* and how these terms relate to the career decision-making process presented in Objective 4 of this unit. **(Listening for content; applying technical terms)**

Objective 2 State purposes of the departments within the guest-service division.

- Point out to students that in this unit they will learn about the jobs in the various departments of the occupational area of guest service. Read the descriptions accompanying each item listed in Objective 2 and discuss the general purpose of each of the departments in the occupational area. Then read the notes accompanying each item and discuss the typical jobs available in each department. Use Transparency 1, "Typical Organizational Chart for the Guest-Service Division," and the figure presented in the information sheet to illustrate your discussion. **(Reading/listening for content; applying technical terms; adapting to the organization's goals, values, culture, and traditional modes of operation)**

Suggested Activities

- Using the organizational chart in Transparency 1, discuss with students other titles for the jobs listed on the chart and other possible organizational charts. For example, in some hotels the concierge is not a separate department; the concierge is a person in charge of the uniformed-service personnel, and in some hotels the guest-service manager may be called the director of guest services. Show organizational charts for the various hotels in your market area. **(Listening for content; applying technical terms; adapting to the organization's goals, values, culture, and traditional modes of operation)**

Objective 3 Discuss the qualifications for advancement on the career ladder within the guest-service division.

- Review with students the meaning of the term *career*—a path a person follows within an occupational area. Discuss with students the possible career paths (or ladders) within the guest-service area and stress the qualifications for advancement on that path. Use Transparencies 2 and 3 and the figures in the information sheet to illustrate your discussion. **(Reading/listening for content; reading and comprehending written information in chart form; adapting to the organization's goals, values, culture, and traditional modes of operation)**

Objective 4 List the steps in career decision making.

- Discuss with students the fact that although we will be discussing the careers in the occupational area of guest service, this career exploration can also transfer to more general areas if the student finds that he or she has little interest in this area of the hospitality industry. An example of this is this objective. Although students will be using the seven steps in the career decision-making process to explore specific careers within guest service, learning these seven steps in this context will also provide them with a framework for exploring careers in other industries. Relate this framework to the flow chart presented in Figure 4 in the information sheet and discuss how it can be used in all career exploration.

  Explain that students will be carefully guided through each of these seven steps in career decision making in Assignment Sheets 1 through 4. **(Listening for content)**

Suggested Activities

Assignment Sheet 1

- Read with students Step 1 in the career decision-making process: Gather personal information by defining your interests, aptitudes, skills, and values. Discuss with students that both formal and informal interest inventories can be used as tools to help them define their own interests, aptitudes, skills, and values. Formal interest inventories are standard tests administered and evaluated by trained personnel such as the school counselor. These formal tests have no right or wrong answers. They just have questions especially designed to determine students' interests *if* they answer the questions as honestly as possible.

  Informal interest inventories are similar to formal inventories as they also ask questions that have no right or wrong answers and they too can be used as a tool for determining students' interest if they answer the questions as honestly as possible. The difference between the two types of inventories is that the student administers and evaluates an informal self-inventory. Encourage students to utilize both types of inventories if possible in determining their personal interests, aptitudes, skills, and values.

  Relate to students that in Assignment Sheet 1, "Gather Personal Information," they will be using an informal self-inventory to define their interests, aptitudes, skills, and values. Again, stress that there are no right or wrong answers to this assignment sheet. Evaluations will be based on the student's seriousness of effort and completeness rather than on correctness.

  Read with students the introduction to Assignment Sheet 1 and carefully discuss the information presented. Then read and discuss the directions to the various sections of the exercise (self-inventory) included in the assignment. Have students complete Assignment Sheet 1. **(Reading/listening for content; emphasizing self-direction)**

- Read with students Steps 2 and 3 in the career decision-making process: Gather general job information and identify occupational area of choice. Then, review with students the general information about the occupational areas in the hotel industry that they learned in Unit 1, "Introduction to the Hotel Industry," in the first book of this series *Introduction to Hospitality and Tourism*. By this point students should know whether or not they are interested enough in the area of guest service to begin a formal review of the jobs within the occupational area by completing the assignment sheets in this unit, and thereby, completing the steps in the career decision-making process. **(Listening for content; developing self-confidence and creating a positive self-image)**

Assignment Sheet 2

- Hand out Assignment Sheet 2, "Gather Specific Information About the Jobs in the Guest-Service Division," and Student Supplements 1 through 3. Explain that by completing this assignment they will have completed Step 4 in the career decision-making process: Gather specific job information to compare jobs within the occupational area of choice. Explain that at this step the students will be locating and compiling specific job information for the jobs within guest service. **(Listening for content; setting and meeting defined goals)**

- Display the basic reference materials students will need to locate specific job information: *Occupational Outlook Handbook*, *Dictionary of Occupational Titles*, and *Guide for Occupational Exploration.*

  Discuss with students the information in Teacher Supplement 1, "Education and Training Levels." This information is basic to their understanding the educational levels discussed in the resources they will be using.

  Arrange a field trip to the library/media center, where the librarian should show students where complete sets of the three basic references are located and also discuss additional job information that can be found in that particular library, such as career publications, books, and magazines. **(Reading/listening for content; learning to learn)**

- Explain to students sources of trade information available from the American Hotel and Motel Association's Educational Institute and the specific job information available from hotels in the form of job descriptions. Discuss the types of information found on job descriptions, using the various descriptions in Student Supplement 1, "Job-Description Booklet" to illustrate your discussion. **(Reading/listening for content; learning to learn)**

Suggested Activities

- Have a representative of a computerized guidance program, such as the Career Search program mentioned in the introduction to the assignment, come to the classroom and demonstrate the computer program and show samples of the types of information resulting from the program. Discuss the information included in the "Career Search Booklet" provided in Student Supplement 2 of this unit. **(Reading/listening for content; learning to learn)**

- Discuss with students other methods of obtaining job information, such as conducting personal interviews, watching audiovisual presentations, and contacting state employment agencies. **(Listening for content; learning to learn)**

- Read with students the section of the introduction to Assignment Sheet 2 called "What you want to know," and explain how Student Supplement 3, "Job-Information Report Form," asks students to provide the type of information requested in this section of the introduction. **(Applying knowledge learned to a specific task)**

- Read and discuss with students the directions to the exercise included in the assignment. Answer all student questions. Have students complete Assignment Sheet 2. **(Reading/listening to follow directions)**

- Have all students turn in the "Job-Information Report Forms" they completed in Assignment Sheet 2. Then you compile (or have students compile) all their forms into one large file. Have students review the report forms, and then conduct a class discussion on the activities performed in the various jobs in the occupational area. **(Working together in a group to reach a common goal)**

Assignment Sheet 3

- Read with students Step 5 in the career decision-making process: Make a career decision (define career goal). Then hand out Assignment Sheet 3, "Make Career Decision," and Student Supplement 4, "Job-Comparison Worksheet." Read with students the introduction to the assignment sheet and discuss the information presented. Then read and discuss the directions to the exercise and the use of Student Supplement 4. Answer all student questions. Have students complete Assignment Sheet 3. **(Reading/listening to follow directions)**

Suggested Activities

Assignment Sheet 4

- Read with students Step 6 in the career decision-making process: Develop and implement a plan of action. Then hand out Assignment Sheet 4, "Develop Plan of Action to Meet Career Goal," and Student Supplements 5 through 9.

  Read with students the introduction to the assignment sheet, pointing out that creating a career plan of action merely involves developing short-term and long-term objectives and then listing these objectives in chronological order. By following the steps in the exercise in Assignment Sheet 4, the students will be carefully guided through the objective-setting process.

  Read with students the directions to the exercise and discuss the completion of the student supplements. Show students copies of Teacher Supplement 2, "Sample Plan of Action," in your discussion of the directions for completing this assignment. Answer all student questions. Have students complete Assignment Sheet 4. **(Reading/listening to follow directions)**

- Read with students Step 7 in the career decision-making process: Evaluate career goal and plan of action. Remind students that they should review and revise their plan of action as needed in the future to reflect their changing interests and skills, but that they should not change the plan of action for foolish reasons. They should always think about what they are doing and perhaps go through this decision-making process each time they believe their skills and interests have changed. **(Applying knowledge learned to specific tasks)**

Objective 5 Describe categories of hotels according to level of service offered.

- Read with students the categories and the note given in the information sheet. Stress the need for students in guest service to be aware of all the services and amenities offered by a hotel: prepares the guest for what he or she may encounter in the hotel, saves the guest time, offers you a chance to recommend hotel services and amenities, provides you an opportunity to impress the guest with attentiveness, courtesy, and helpfulness. **(Reading/listening for content; adapting to the organization's goals and traditional modes of operation)**

Suggested Activities

- Review with students the information presented in Teacher Supplement 2, "Categories of Hotels According to Level of Service," in Unit 1 of *Introduction to Hospitality and Tourism.*

Assignment Sheet 5

- Hand out Assignment Sheet 5, "Categorize Hotels According to Level of Service Offered," and Student Supplement 10, "Checklist of Services Provided." Read to students the introduction to the assignment and have students complete Assignment Sheet 5. **(Reading/listening for direction)**

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet.
- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test and assignment-sheet scores on Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- Kelly, Joan, and Ruth Volz-Patton. *Career Skills.* Encino, California: Glencoe Publishing Company, 1987; 256 pages including glossary and subject index.

  This well-designed and clearly written textbook is divided into two parts. Part one deals with career exploration and Part two with employment skills. The book is easy to read and has lots of colorful pictures and cartoons—making it interesting to look at. And it is full of ideas that will help students begin their career exploration and learn the skills that will help them find that first job.

- Lynch, Richard L., and Edwin L. Herr. *Career Core Competencies: Getting the Job.* New York: Gregg Division, McGraw-Hill Book Company, 1977; 136 pages.

  This soft-back book combines informational articles and workbook-type activities into a format called a *text-workbook.* It contains 14 chapters divided into the following four unit headings: Deciding on a Job That Fits You, Getting Your Records Together, Preparing to Go Job Hunting, and Going to Get the Job.

Suggested Activities

- Steadmon, Charles E. *Managing Front Office Operations.* East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1985.

  This hardback book offers students an introduction to the hotel industry as well as stressing the skills students will need in getting a job in the front office of a hotel.

Suggested supplemental resources

Print media

- *Career Search Occupational Abstracts.* Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Career Search Division, n.d.

  The materials listed above were used as resources in preparing Student Supplement 2, "Career Search Booklet." Oklahoma teachers may order a computerized version of the Career Search program for either Apple, IBM, or IBM-compatible computers by contacting the

  Career Search Division
  Oklahoma Department of Vocational and
  Technical Education
  1500 West Seventh Avenue
  Stillwater, OK 74074-4364

  Phone: 1-800-522-5810.

  Teachers in other states may order a similar computerized program from

  COIN Educational Products
  3361 Executive Parkway, Suite 302
  Toledo, OH 43606

  Phone: 1-800-274-8515.

- Kasavana, Michael L., and Richard M. Brooks. *Managing Front Office Operations*, 3rd ed. East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1991.

- Steadmon, Charles E. *Managing Front Office Operations.* East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1985.

Introduction to a Career in Guest Service
Unit 1

Answers to Written Test

1. a. 7
   b. 2
   c. 4
   d. 1
   e. 5
   f. 8
   g. 6
   h. 3

2. a. Registers guests, assigns guests to rooms, and checks out guests; receives payments and posts charges to guest accounts, makes change, and cashes guests' checks; delivers messages
   b. Provides communication link between the hotel staff and its potential guests and suppliers and between registered guests and family, friends, and business associates
   c. Quotes rates according to hotel policy, accepts or denies reservations, changes status of accepted reservations as necessary, keeps up-to-date inventory of status of rooms sold
   d. Greets and helps guests to the front desk and to their rooms; takes guests to the cashier, out the front door, and into their transportation
   e. Provides extended guest services such as making theater reservations and organizing special functions

3. Discussion should include the following.

   a. **Front-line employees** must learn about all the services available in a property and be able to meet all customer expectations for the service provided in their particular department.
   b. **Supervisors** must be able to coordinate the activities of the personnel within the guest-service department he or she is responsible for and to train and encourage employees to follow the established policies and procedures of the property and of the department.
   c. The **guest-service manager** must be able to perform the duties of planning, organizing, staffing, directing, and controlling all the departments in the guest-service division; fulfilling these duties requires that the manager know enough about the various departments to coordinate the activities within the division and understand how the activities of the departments in the guest-service division affect the overall activities of the hotel.

4. a. Gather personal information
   b. Gather general job information
   c. Identify occupational area of choice
   d. Gather specific job information to compare jobs within occupational area of choice

Answers to Written Test

e. Make career decision
f. Develop and implement plan of action to meet career goal
g. Evaluate career goal and plan of action

5. a. Level of service is very high; services offered are varied and elaborate; staffing level is high in relation to the number of guests served, enabling hotel to stress fast, personal response to guest requests
   b. Level of service offered is modest but sufficient; although staffing level is adequate, the property does not try to provide overly elaborate service
   c. Level of service offered is usually less than that offered in mid-range property; staffing level may be very limited; services provided may be limited to certain periods of the day

Introduction to a Career in Guest Service
Unit 1

Written Test

Name ______________________________ Score ______________

1. Match terms associated with a career in guest service to their correct definitions. Write the numbers on the blanks provided.

______a. Activity you have been trained to do and have practiced doing

______b. Path person follows within an occupational area

______c. Thing, subject, or activity in life that you like to do or that makes you happy

______d. Talent or potential for being able to do something

______e. Planned or responsible activity a person performs with expectation of return for efforts

______f. Personal judgment concerning the importance or worth of a thing or quality

______g. Group of jobs similar according to the nature of the work being performed

______h. Front-line employee working in a department of the guest-service division of a hotel

1. Aptitude
2. Career
3. Guest-service agent
4. Interest
5. Job
6. Occupational area
7. Skill
8. Value

2. State purposes of the departments within the guest-service division. Write your answers on the blanks provided beside each of the terms below.

a. Front-office department ______________________________

____

____

____

____

Written Test

b. PBX department ______________________________

c. Reservations department ______________________________

d. Uniformed-service department ______________________________

e. Concierge department ______________________________

Written Test

3. Discuss the qualifications for advancement on the career ladder within the guest-service division. Write your answer on the blanks provided below.

____

____

____

____

____

____

____

____

____

____

4. List the steps in career decision making. Write your answers on the blanks provided beside each of the items below.

   a. Step 1: ________________________________

   ____

   ____

   b. Step 2: ________________________________

   ____

   ____

   c. Step 3: ________________________________

   ____

   ____

d. Step 4: ____

____

____

e. Step 5: ____

____

____

f. Step 6: ____

____

____

g. Step 7: ____

____

____

5. Describe categories of hotels according to level of service offered. Write your answers on the blanks provided beside each of the terms below.

a. World-class ____

____

____

____

b. Mid-range ____

____

____

____

c. Limited ____

____

____

____

Introduction to a Career in Guest Service
Unit 1

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Gather Personal Information Rating _____

Comments: ______________________________

____

____

Assignment Sheet 2—Gather Specific Information About the Jobs in the Guest-Service Division Rating _____

Comments: ______________________________

____

____

Assignment Sheet 3—Make Career Decision Rating _____

Comments: ______________________________

____

____

Assignment Sheet 4—Develop Plan of Action to Meet Career Goal Rating _____

Comments: ______________________________

____

____

Assignment Sheet 5—Categorize Hotels According to Level of Service Offered Rating _____

Comments: ______________________________

____

____

Unit Evaluation Form

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____

____

____

Teacher signature____________________________ Date __________

Student signature____________________________ Date __________

Permission to duplicate this form is granted.

Introduction to a Career in Guest Service
Unit 1

Teacher Supplement 1—Education and Training Levels

Type	Description	Length of training	Transfer credit
OJT	On-the-job training is specific training by the employer. This includes military service.	Usually less than 6 months	
HS diploma	This entry-level training is offered at comprehensive high schools.	1 to 3 years	Some credits may be transferable to postsecondary programs.
Certificate	This training centers on specific skills of a particular occupation. It may be offered through vocational schools or community colleges.	3 months to 2 years	
Apprenticeship	This formal training program involves work experience and classroom instruction.	2 to 5 years	Only credits earned in a college may be transferable.
Associate degree	This training in specific vocations is offered at community colleges.	2 years	Some credit may be transferable to 4-year programs.
Bachelor's degree	This formal training program leads to a degree from a college or university.	4 years	Credits may be transferable between colleges and universities.
Master's degree	This advanced degree is required for entry into certain careers.	1 to 2 years beyond a bachelor's	Credits may be transferable between colleges and universities.
Doctorate	This training is for professions such as physician, dentist, lawyer, pastor, scientist, and college teacher.	3 to 5 years beyond a bachelor's	Credits may be transferable from one program to another.

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Introduction to a Career in Guest Service
Unit 1

Teacher Supplement 2—Sample Plan of Action

Plan of Action

Career goal: hotel manager

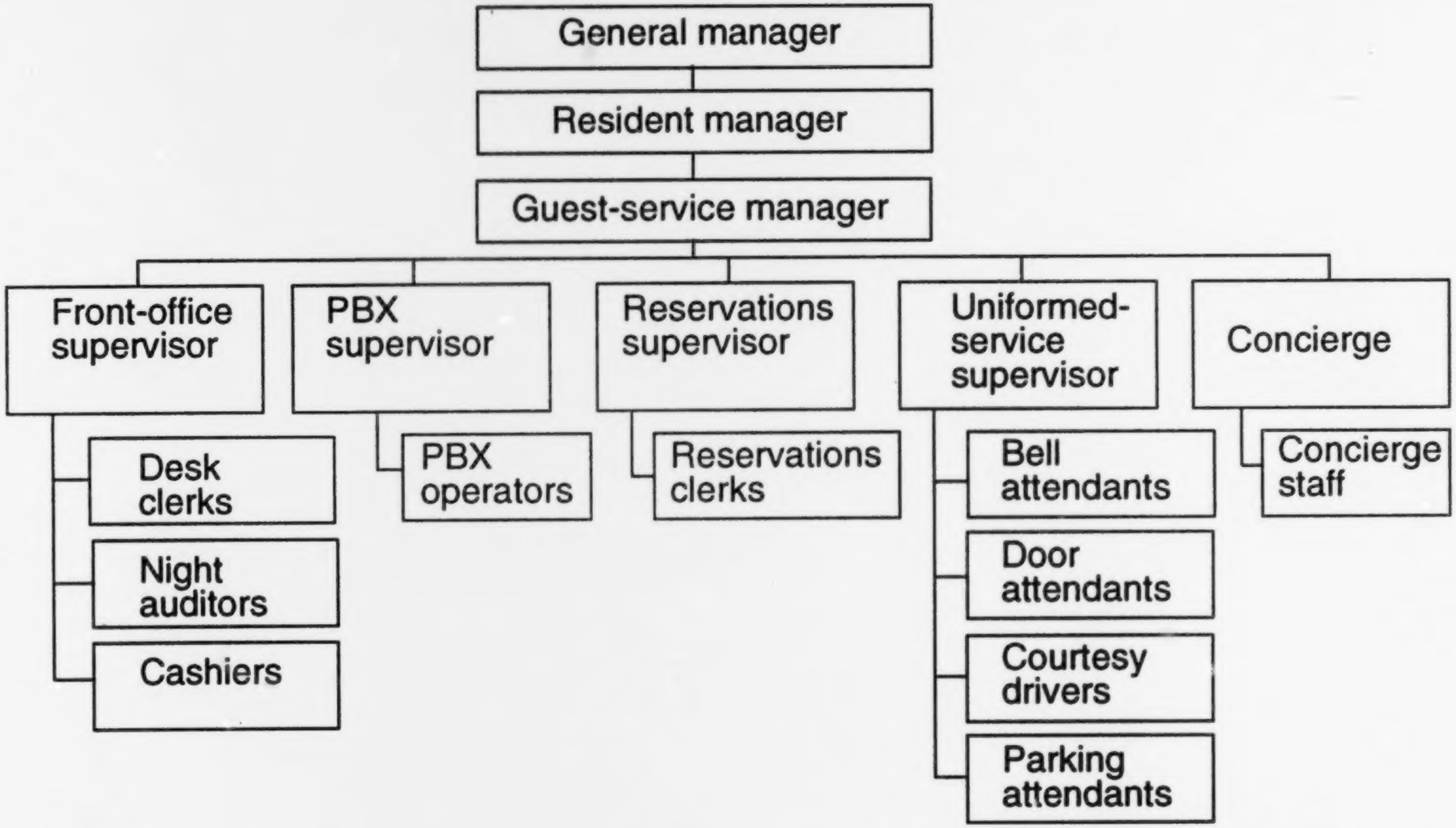
Year	**Objective**
1992	
June - August	• Take job to save for college—a job related to the hotel industry.
Sept. - Dec.	• Take first semester business math. • Take first semester English. • Decrease hours at work to no more than 20 hours per week.
1993	
Jan. - May	• Complete business math. • Complete English. • Continue working.
June - August	• Increase hours at work.
Sept. - Dec.	• Take English. • Take business law. • Take accounting. • Decrease hours at work to more than 20 hours per week.
1994	
Jan. - May	• Complete English. • Complete business law. • Complete accounting. • Begin research to find colleges with good hotel programs.
June - August	• Increase hours at work. • Send out letters of inquiry to colleges of interest.
Sept. - Dec.	• Take English. • Take hospitality course. • Decrease work hours to no more than 20 hours per week. • Choose college of choice.

Teacher Supplement 2

Plan of Action (Cont.)

Year	Objective
1995	
Jan. - May	• Register for college. • Complete English. • Complete hospitality course. • Graduate.
June - August	• Find part-time job for college.
Sept. - Dec.	• Complete first semester in college.
1996 - 2000	• Complete college and work as an intern in a hotel every summer.
2000	• Graduate. • Obtain a job as a manager in a hotel.

Typical Organizational Chart for the Guest-Service Division



- General manager
  - Resident manager
    - Guest-service manager
      - Front-office supervisor
        - Desk clerks
        - Night auditors
        - Cashiers
      - PBX supervisor
        - PBX operators
      - Reservations supervisor
        - Reservations clerks
      - Uniformed-service supervisor
        - Bell attendants
        - Door attendants
        - Courtesy drivers
        - Parking attendants
      - Concierge
        - Concierge staff

Management-Level Career Ladder—Guest-Service Division

General manager (top management)

↑

Resident manager (top management)

↑

Guest-service manager (mid-management)

↑

Department supervisor (supervisory staff)

↑

Guest-service agent (front-line employee)

Sample Career Ladders Within the Guest-Service Division

Guest-service manager
↑
Reservations supervisor
↑
Reservations clerk
↑
Desk clerk
↑
Cashier
↑
PBX operator

Guest-service manager
↑
Concierge
↑
Concierge staff member
↑
Bell attendant
↑
Door attendant
↑
Courtesy driver

Introduction to a Career in Guest Service
Unit 1

Information Sheet

1. **Terms and definitions associated with a career in guest service**

   - **Aptitude**—Talent or potential for being able to do something

   - **Career**—Path person follows within an occupational area

     Example: Courtesy driver, door attendant, bell attendant, concierge staff member, concierge, guest-service manager (see Figure 3)

   - **Guest-service agent**—Front-line employee working in a department of the guest-service division of a hotel

     Example: Courtesy driver

   - **Interest**—Thing, subject, or activity in life that you like to do or that makes you happy

   - **Job**—Planned or responsible activity a person performs with expectation of return for efforts

     Example: Courtesy driver

   - **Occupational area**—Group of jobs similar according to the nature of the work being performed

     Example: Guest service

   - **Skill**—Activity you have been trained to do and have practiced doing

   - **Value**—Personal judgment concerning the importance or worth of a thing or quality

2. **Departments within the guest-service division and their purposes** (see Figure 1)

   - **Front-office department**—Registers guests, assigns guests to rooms, and checks out guests; receives payments and posts charges to guest accounts, makes change, and cashes guests' checks; delivers messages

     Note: Jobs within the front-office department include front-office supervisor, desk clerks, night auditors, and cashiers.

   - **PBX department** (telephone department, switchboard department)—Provides communication link between the hotel staff and its potential guests and suppliers and between registered guests and family, friends, and business associates

     Note: Jobs within the telephone department include the PBX supervisor and the PBX operators.

Information Sheet

- **Reservations department**—Quotes rates according to hotel policy (per person, per room type), accepts or denies reservations, changes status of accepted reservations as necessary, keeps up-to-date inventory of status of rooms sold

  Note: Jobs within the reservations department include the reservations supervisor and reservations clerks.

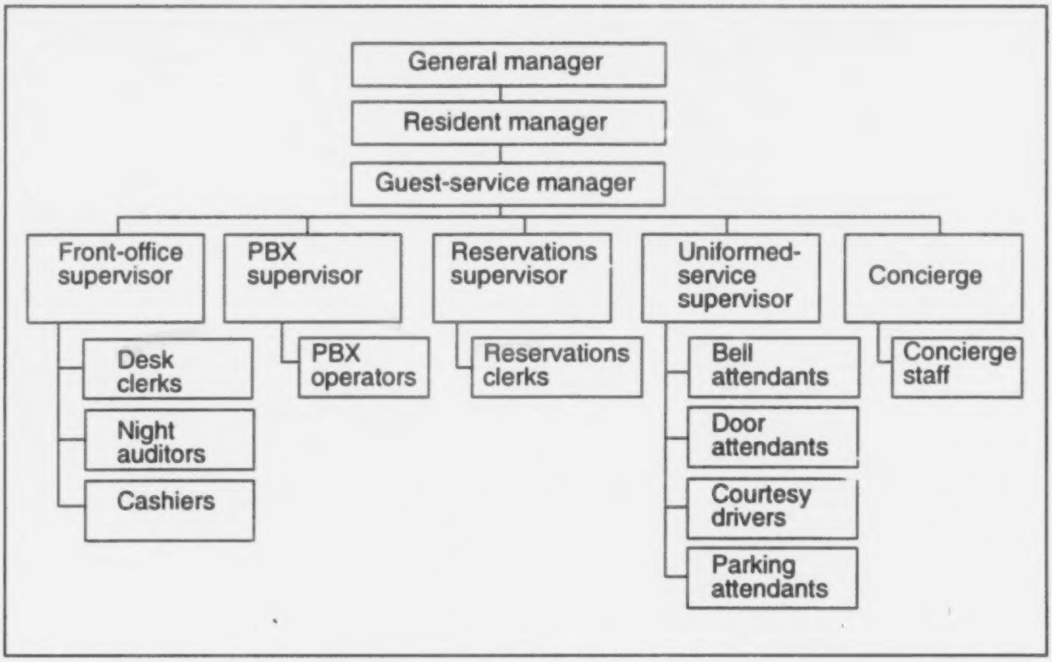
- **Uniformed-service department**—Greets and helps guests to the front desk and to their rooms; takes guests to the cashier, out the front door, and into their transportation

  Note: Jobs within the uniformed-service department include the uniformed-service supervisor, parking attendants, door attendants, courtesy drivers (limousine drivers), and bell attendants.

- **Concierge department**—Provides extended guest services such as making theater reservations and organizing special functions

  Note: Jobs within the concierge department include the concierge and the concierge staff members or personnel.

Figure 1: Typical organizational chart for the guest-service division


General manager
Resident manager
Guest-service manager
Front-office supervisor
PBX supervisor
Reservations supervisor
Uniformed-service supervisor
Concierge
Desk clerks
Night auditors
Cashiers
PBX operators
Reservations clerks
Bell attendants
Door attendants
Courtesy drivers
Parking attendants
Concierge staff

Information Sheet

3. **Qualifications for advancement on the career ladder within the guest-service division** (see Figures 2 and 3)

- **Front-line employees** (guest-service agents) must learn about all the services available in a property and be able to meet all customer expectations for the service provided in their particular department.

  Note: Guest-service agents include cashiers, night auditors, desk clerks, PBX operators, reservations clerks, bell attendants, door attendants, courtesy drivers, parking attendants, and concierge personnel.

- **Supervisors** must be able to coordinate the activities of the personnel within the guest-service department he or she is responsible for and to train and encourage employees to follow the established policies and procedures of the property and of the department.

  Note: Examples of supervisors within the guest-service division include the front-office supervisor, PBX supervisor, reservations supervisor, uniformed-service supervisor, and concierge.

- The **guest-service manager** must be able to perform the duties of planning, organizing, staffing, directing, and controlling all the departments in the guest-service division; fulfilling these duties requires that the manager know enough about the various departments to coordinate the activities within the division and understand how the activities of the departments in the guest-service division affect the overall activities of the hotel.

  Note: The guest-service manager is a division head, and as such, is considered a mid-management employee. He or she supervises the employees in the guest-service division and reports to the resident manager or the general manager (upper management). To qualify for the guest-service division-head position, he or she must have acquired the technical knowledge about the tasks, objectives, and goals of the guest-service division.

Information Sheet

Figure 2: Typical management-level career ladder—guest-service division

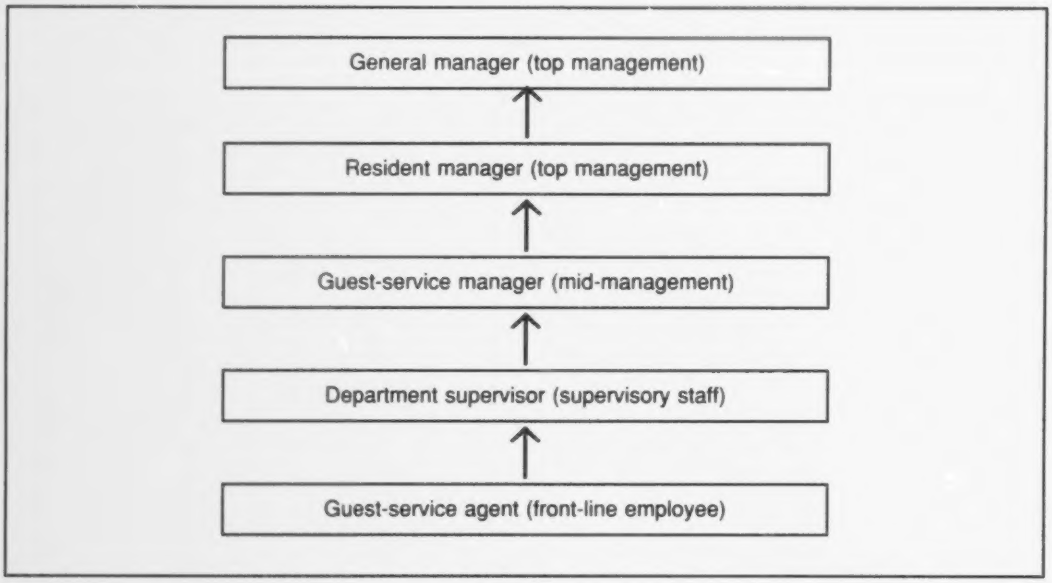
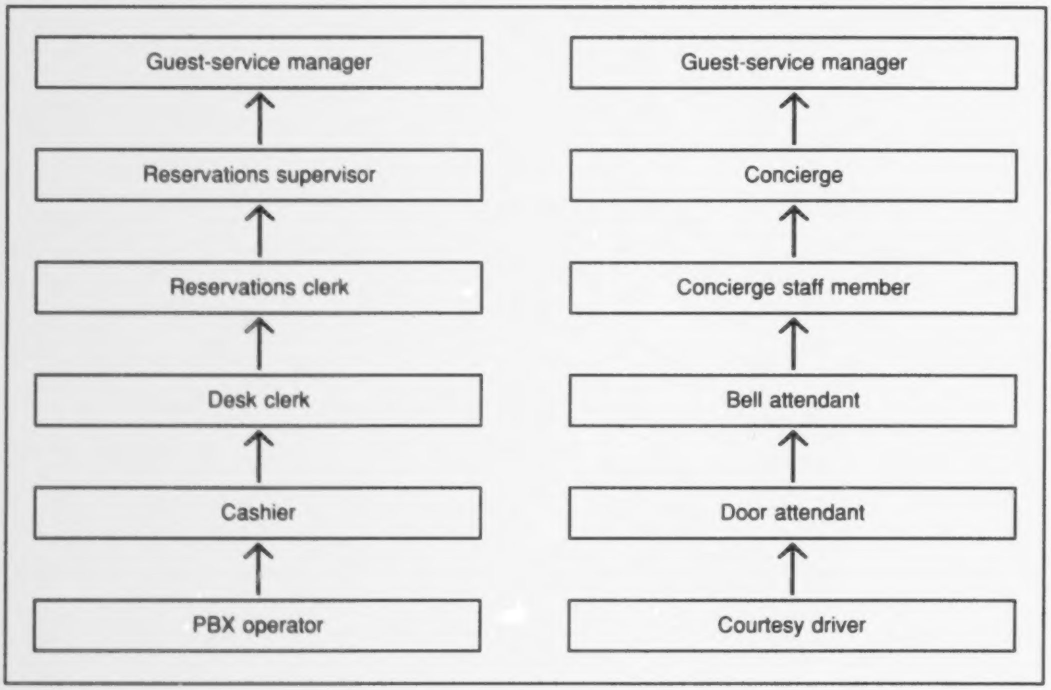

General manager (top management)
Resident manager (top management)
Guest-service manager (mid-management)
Department supervisor (supervisory staff)
Guest-service agent (front-line employee)

Figure 3: Sample career ladders within the guest-service division


Guest-service manager
Reservations supervisor
Reservations clerk
Desk clerk
Cashier
PBX operator
Guest-service manager
Concierge
Concierge staff member
Bell attendant
Door attendant
Courtesy driver

Information Sheet

4. **Steps in career decision making** (see Figure 4)

   Note: Making a career decision is a very important process. However, many people just take any job available at the time they go to work. These people never bother to choose a career path that would give them the future they want. Such people often have never been taught the steps that would guide them through the process of making careful and logical career decisions. By learning and then practicing the following steps, you control the important process of making careful career decisions—you control the important process whereby you decide your future.

   - **Step 1:** Gather personal information (define your interests, aptitudes, skills, and values)

     Note: You will complete this first decision-making step in completing Assignment Sheet 1, "Gather Personal Information." In this assignment you will conduct an informal self-inventory to define your present interests, aptitudes, and skills and to ask yourself important questions about your personal values. Where will you want to live? How much time will you want to devote to your job? How much travel will you want to do in your job? How much money will you need?

   - **Step 2:** Gather general job information

   - **Step 3:** Identify occupational area of choice

     Note: You have completed the second and third information-gathering steps in Unit 1 "Introduction to the Hotel Industry" in the first book in this series *Introduction to Hospitality and Tourism* by studying general information about the occupational areas in the hotel industry and becoming aware of the types of jobs available in the various occupational areas.

   - **Step 4:** Gather specific job information to compare jobs within occupational area of choice

     Note: You will complete steps 4 through 6 of the decision-making process when you have completed Assignment Sheets 2 through 4 in this unit of instruction. Specific job information will include the duties, working conditions, work requirements, earnings and advancement opportunities, employment outlook, and required educational and training levels of the jobs within the guest-service division.

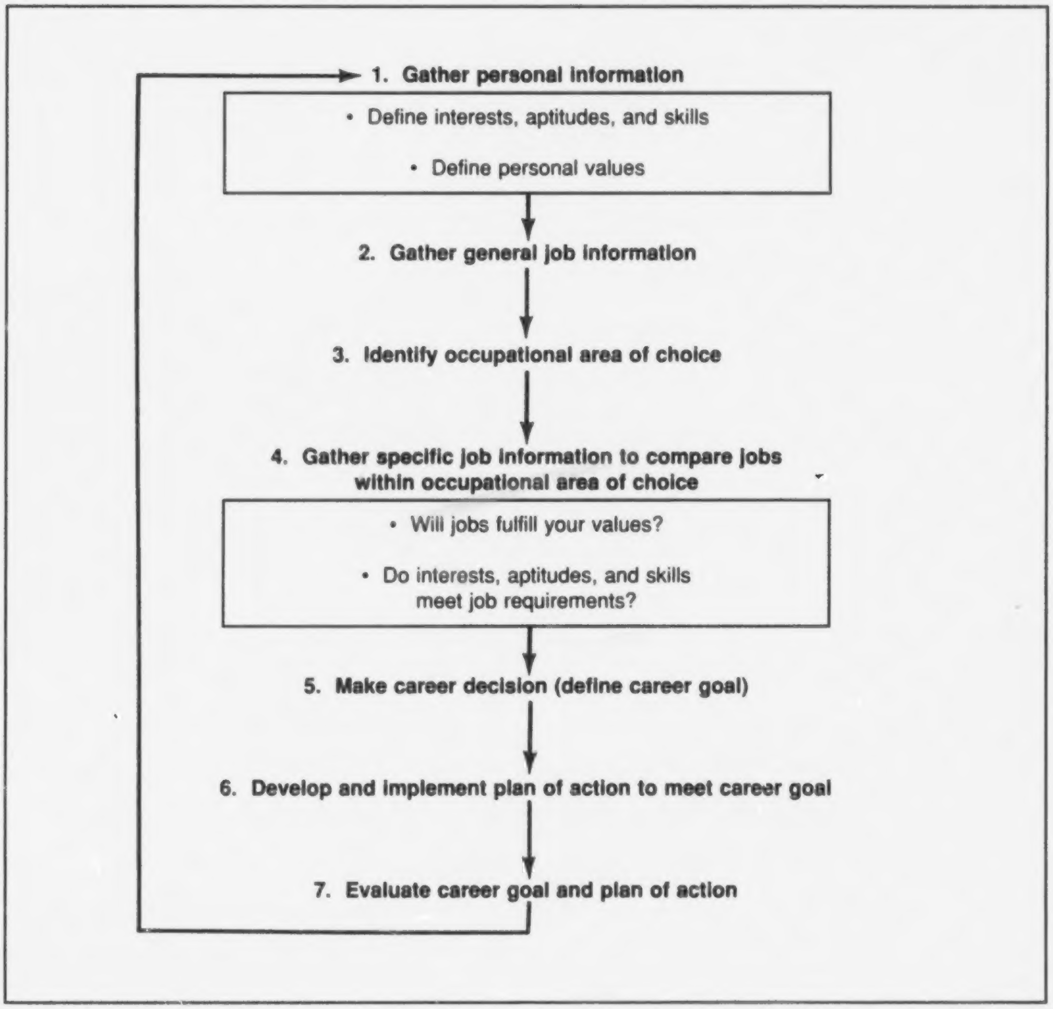
   - **Step 5:** Make career decision (define career goal)

Information Sheet

- **Step 6:** Develop and implement plan of action to meet career goal
- **Step 7:** Evaluate career goal and plan of action

Note: As you age, your interests and skills may change and circumstances may require a change in your plan of action. Continue asking yourself questions to determine whether or not this career and plan of action are still appropriate. If you find they are not, begin the decision-making process again.

Figure 4: Steps in career decision-making


1. Gather personal information
• Define interests, aptitudes, and skills
• Define personal values
2. Gather general job information
3. Identify occupational area of choice
4. Gather specific job information to compare jobs within occupational area of choice
• Will jobs fulfill your values?
• Do interests, aptitudes, and skills meet job requirements?
5. Make career decision (define career goal)
6. Develop and implement plan of action to meet career goal
7. Evaluate career goal and plan of action

Information Sheet

5. Categories of hotels described according to level of service offered

Note: As was discussed in Objective 3, one of the important qualifications for employee advancement on the career ladder within the guest-service division is learning about all the services available in the hotel in which you work. Below are categories of hotels described according to the level of service ordinarily provided in each category.

- **World-class**—Level of service is very high; services offered are varied and elaborate; staffing level is high in relation to the number of guests served, enabling hotel to stress fast, personal response to guest requests
- **Mid-range**—Level of service offered is modest but sufficient; although staffing level is adequate, the property does not try to provide overly elaborate service
- **Limited**—Level of service offered is usually less than that offered in mid-range property; staffing level may be very limited; services provided may be limited to certain periods of the day

Introduction to a Career in Guest Service
Unit 1

Student Supplement 1—Job-Description Booklet

GUEST-SERVICE MANAGER

BASIC FUNCTION

The job's basic function is to supervise all guest-service operations (reservations, front desk, uniform service, and PBX) and control rooms availability to maximize the rate and room revenue.

MAJOR RESPONSIBILITY AREAS

1. **Policies:** Organize and establish policies and procedures for the guest-service department.
2. **Supervision:** Communicate expectations to employees and provide continual feedback on their performance; train employees and assist in their development; conduct formal performance reviews according to established policy.
3. **Forecasts:** Prepare and enforce payroll forecasts and operating supplies, according to business levels.
4. **Coordination:** Coordinate guest-service operations with the other divisions.
5. **Outlook:** Prepare (30-60-90) three-month outlook.
6. **Budget:** Participate in the preparation of yearly budgets (revenue + exp) and transient marketing plan.
7. **Reports:** Prepare operational and statistical reports; establish and analyze "demand" reports.
8. **Bookings:** Review group allotments and airline and tour bookings.
9. **Problems:** Handle guest problems and complaints in a prompt and professional manner; ensure all guests first-class service.
10. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

FRONT-OFFICE SUPERVISOR

BASIC FUNCTION

The job's basic function is to attend to all service requests, accommodate guest needs by providing personalized guest service to ensure positive guest experience and to take action in correcting the circumstances that prevent the guest from experiencing the very finest in overall service.

MAJOR RESPONSIBILITY AREAS

1. **Concierge services:** Provide all aspects of concierge services to the guest. Maintain and update the files on local activities and restaurants, etc.

2. **VIP guests:** Coordinate the arrival and departure of all VIPs, through executive/ sales offices, reservations, housekeeping, and room service. Ensure the accuracy of reservations and room assignments. Inspect the rooms so that the rooms are well maintained and the amenities are delivered on time.

3. **Guest complaints:** Resolve all guest complaints/problems in all areas of the hotel, including but not limited to, front desk, banquets, cafe, Remingtons, and room service in absence of the management staff from the individual areas.

4. **Little things mean a lot:** Accept the hotline (1100) calls and direct concern to the appropriate departments. Maintain the log and check with the guest for satisfactory completion of the request.

5. **Daily guest calls:** Call about 20 percent of all transient guests arriving at the hotel (to include all VIPs, SCI members, etc.) to ensure guest satisfaction.

6. **Assisting other areas:** Assist the front desk and cafe operations during peak periods.

7. **Special projects:** Complete or help in completion of any special project and/or assignments delegated from the front-office supervisor.

8. **Sales:** Help promote special programs (SCI, GSI, etc.) and promote the hotel food/ beverage outlets. Qualify the local sales accounts with the help of transient sales manager.

9. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

DESK CLERK

BASIC FUNCTION

The job's basic function is to meet the guests' needs constantly and in an efficient and professional manner, including registration, reservations, and front-desk activities to ensure a quality guest experience, while adhering to hotel standards and regulations.

MAJOR RESPONSIBILITY AREAS

1. **Registration:** Check guest into the hotel in a professional, prompt, and courteous manner. Advise guest of checkout hour and hotel services. Verify room rate, guest name, address, and departure date with the guest and establish proper credit.
2. **Selling hotel services:** Inform guests of the different hotel services (restaurants, lounges, etc.), upselling guests to high-rated rooms and selling and introducing the different programs, i.e., SCI.
3. **Front-office cashiering:** Check out departing guests in a prompt and professional manner, verifying the guests' charges, correcting errors on guest accounts, explaining charges, requesting the room key prior to guest departure, and settling the guest account in adherence with hotel credit procedures. Balance cashier receipts and house bank and prepare cashier drop accurately.
4. **Reservations:** Process and assist in processing reservations. Courteously confirm or cancel existing reservations, both by phone and in person at the desk.
5. **Guest relations and services:** Provide prompt and professional service to all guests, carrying out the guest requests and needs to their satisfaction but within the parameters and standards set by the hotel. Handle and resolve guest problems and/or concerns in a courteous manner, and take the initiative to apply the proper range of authority and responsibility while on duty.
6. **Maintaining front-office area:** Ensure that the front office and front desk are clean, orderly, and organized to ensure smooth operation and transition of shifts.
7. **Attention to details in carrying out different functions consistently:** Assure the integrity and accuracy of the information in the data base obtained at reservation/registration time. Properly handle the delivery of guest messages/mail on regular basis. Communicate different incidents to fellow workers through the use of front-desk logs and computer system, and document and process any information to ensure smooth desk operations and quality guest service. Consistently promote and take an active part in maintaining and ensuring quality throughout the division.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

8. **Employee relations:** Closely interact with guest-service personnel and other departments to carry out different tasks to ensure smooth operations and quality guest service, and to communicate with other employees and supervisors in a business-like manner on work-related issues.

9. **Safety and security:** Assist in the safety and security of hotel guests and fellow employees through the maintenance and control of room keys and working closely with the security division.

10. **Special projects:** Use a positive attitude in completing or helping in completion of any special projects and/or assignments delegated from the management.

11. **Adherence to house rules:** Adhere to the house rules as stated in the employee handbook, i.e., arrive at work station promptly, inform the immediate supervisor in case of an emergency, be available in case of unexpected work loads.

12. **Effective use of work time:** Maximize productivity by working steadily, refraining from time-wasting activities, and being prompt in beginning workdays.

13. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

JOB DESCRIPTION

Front Office

Front-Desk Clerk

Reports to: Front-office manager and/or assistant manager.

Qualities: Self-motivated, guest-oriented, dependable, detail-conscious, and pleasant personality.

Duties and responsibilities:

1. Responsible for covering all scheduled shifts, being on time, and being in uniform.
2. Responsible for maintaining issued uniform(s).
3. Responsible for clocking in and out at the security desk and PBX area to ensure that all hours worked are recorded.
4. Responsible for counting the bank (money) issued to you daily to ensure the amount is always correct. (You will be held responsible for any loss of money from your bank.)
5. Responsible for operating the Hotel Information System (HIS) software in association with the IBM 36 CRT and printers.
6. Responsible for answering the front-desk telephone and dispatching calls to the proper extensions.
7. Responsible for answering the bell captain's desk telephone if a bell attendant is not at the desk.
8. Responsible for authorizing credit cards that show up on the credit-check report.
9. Responsible for running computer reports to be used in the operation of the front desk and other departments within the hotel.
10. Responsible for blocking/assigning daily reservations according to the request of the guests.
11. Responsible for checking guests in and out in a friendly and efficient manner.
12. Responsible for posting charges to guests' account (if they have not already been posted by another outlet in the hotel).

Courtesy of the Cornhusker Hotel, Lincoln, Nebraska.

13. Responsible for collecting monies owed by guests at checkin and/or checkout, depending on the credit limit extended to a guest.

14. Responsible for auditing your transactions at the end of shift and assembling audit for the night auditor.

15. Responsible for assisting the hotel PBX operator in the event of an emergency and whenever deemed necessary.

16. Responsible for assisting the bell staff whenever necessary to ensure better and faster service to all guests, assisting with airport transportation to and from the airport, checking luggage, answering telephone, and parking cars.

17. Responsible for taking reservation calls and requests when the reservations department is closed (early morning, evenings, and all holidays).

18. Responsible for working very closely with the housekeeping division as directed by your supervisor/manager to ensure better accommodations for all guests.

19. Responsible for reporting any suspicions and pertinent information (guests with special needs and disabilities) to the security division for adequate safety of all guests, employees, and hotel property.

20. Responsible for reporting all maintenance problems to the security division.

21. Responsible for issuing safety-deposit boxes to guests upon request.

22. Responsible for recording any monies collected during shift and depositing monies and records in the drop safe in the security division.

23. Responsible for providing any necessary information (restaurant recommendations, directions, outlet information) to guests whenever such information is requested.

24. Responsible for keeping work area clean and organized.

25. Responsible for conducting a key audit weekly and turning audit into the security division.

26. Responsible for following all hotel guidelines and procedures outlined in the employee handbook.

27. Responsible for completing all other duties assigned by front-office management.

Accepted by: ______________________________

Date: ______________________________

Signature: ______________________________

JOB DESCRIPTION

1. NAME: ____________________ 2. DATE: ____________________

3. JOB TITLE: Cashier 4. DEPARTMENT: Front office

5. LOCATION: ____________________

6. BASIC FUNCTION — Posts and compiles guest charges and keeps up-to-date and accurate accounts of guests. Processes accounts of new guests and checks guests out on departure. Makes changes and answers questions as required.

7. SCOPE — Responsible for proper processing of guest charges.

8. WORK PERFORMED —

   a. Posts hotel and concessionaire charges to guestroom folios.

   b. Collects cash or charge payments from guests checking out.

   c. Verifies charge cards used by customers then posts to city ledger.

   d. Performs such teller duties as cashing checks, processing petty-cash vouchers, and paying for COD shipments.

   e. Other duties as required.

9. SUPERVISION EXERCISED — N/A

10. SUPERVISION RECEIVED —

   a. Supervisor: Auditor

   b. Type of supervision received: General direction

11. RESPONSIBILITY AND AUTHORITY —

   a. Employee relations: Ability to work with other front-office employees

   b. Materials and products: N/A

   c. Equipment: Posting machine

   d. Money: Responsible for house bank. Responsible for receipt and custody of cash from guests and for proper postings of charges and credits.

   e. Business contacts (internal and external): Continuous guest contact

12. MINIMUM REQUIREMENTS —

  a. Equivalent education level required: High school

  b. Experience required: Cashier and front-office experience

  c. Knowledge required: Ability to meet and deal effectively with people. Knowledge of check-cashing principles and teller functions.

Reviewed by ____________________ Approved by ____________________

JOB DESCRIPTION

1. NAME: ____________________
2. DATE: ____________________
3. JOB TITLE: Night auditor
4. DEPARTMENT: Front office
5. LOCATION: ____
6. BASIC FUNCTION — Verifies guest accounts by calculating each department income and overall accounts-receivable balance. Posts room and tax charges to guest folios.
7. SCOPE — Responsible for daily hotel-revenue accounting.
8. WORK PERFORMED —
    - a. Posts room rates on guest folios and verifies same.
    - b. Balances income-department sales.
    - c. Prepares cash reconciliations.
    - d. Prepares summary of day's sales and receipts.
    - e. Trains new employees as required.
9. SUPERVISION EXERCISED — N/A
10. SUPERVISION RECEIVED —
    - a. Supervisor: Auditor
    - b. Type of supervision received: General direction
11. RESPONSIBILITY AND AUTHORITY —
    - a. Employee relations: N/A
    - b. Materials and products: Guest records
    - c. Equipment: NCR (or equal) posting machine
    - d. Money: Responsible for house bank
    - e. Business contacts (internal and external): Frequent contact with hotel guests and other night employees

12. MINIMUM REQUIREMENTS —

    a. Equivalent education level required: High school

    b. Experience required: One year

    c. Knowledge required: General knowledge of front-office accounts, functions, and procedures. Knowledge of auditing methods, ability to operate NCR (or equal) posting machine.

Reviewed by ______________________ Approved by ______________________

PBX SUPERVISOR

BASIC FUNCTION

The job's basic function is to steer the day-to-day operation of the PBX area, working closely with the other segments of the front office, planning and directing the work of PBX operators in achieving goals, and ensuring efficient operation of the PBX department.

MAJOR RESPONSIBILITY AREAS

1. **Training:** Train all PBX operators and GSAs in the proper use of the Rolm switchboard and its functions. Train employees in the Hotel Fire Panel and how to reach and understand coded devices and proper acknowledgments. Ensure proper standards of performance are maintained consistently.

2. **Employee relations:** Promote teamwork within PBX department and with other departments; inform employees of any new policies and procedures; hold monthly meeting. Closely interact with front-office personnel and other departments to carry out different tasks to ensure smooth operations and quality guest service; communicate with other employees and supervisors in a business-like manner on work-related issues.

3. **Supervision:** Communicate expectations to employees and provide continual feedback on their performance. Train employees and assist in their development; conduct formal performance reviews according to established policy.

4. **Communication:** Communicate and interact with departments/managers; interface with the hotel fire and security brigades.

5. **Efficiency of telephone system:** Maintain and closely interact with Riverside Telephone to report any problems with maintenance.

6. **Special projects:** Complete or help in completion of any special project and/or assignments delegated from the front-office manager.

7. **Maintaining PBX area:** Ensure that the front-office and PBX area are clean, orderly, and organized to promote smooth operation and transition between shifts.

8. **Adherence to house rules:** Ensure that all house rules are adhered to as stated in the employee handbook, i.e., arrive at work station promptly, inform the immediate supervisor in case of an emergency, be available in case of unexpected work loads.

9. **Effective use of work time:** Maximize productivity by ensuring that employees work steadily, refrain from time-wasting activities, and are prompt in beginning the workday.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

10. **Problem solving:** Help the front-office manager in attending to the guests' concerns. Proact to the guests' needs by participating in the different meetings (pre-convention, supervisor's, etc.).

11. **Staffing:** Assist in proper staffing of PBX area, according to business levels and also minimizing overtime and maximizing productivity. Monitor the daily payroll and communicate excessive variances to the front-office manager. Work with front-office manager to select new operators.

12. **Execution of administrative responsibilities:** Communicate the departmental and hotel goals to subordinates; provide constant performance feedback. Conduct performance reviews and support the hotel's objectives and goals as a supervisor. Discipline and counsel employees when necessary.

13. **Quality control:** Ensure that quality standards are met consistently; take an active part in providing quality guest service through the different checks and balances in place.

14. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

PBX OPERATOR

BASIC FUNCTION

The job's basic function is to promptly and professionally provide a complete range of telephone services including emergency assistance, two-way radio, and paging system.

MAJOR RESPONSIBILITY AREAS

1. **Answering and routing calls:** Handle promptly all incoming and some of the in-house calls and efficiently route to appropriate departments and/or guests.

2. **Responding to hotel emergency system:** Respond to emergency-detection system promptly to ensure guest and employee safety. Examples — fire emergency, bomb threat, tornado, etc.

3. **Accepting messages:** Record all wakeup calls on appropriate sheet, setting the time clock for the correct wakeup times. Record messages for all in-house guests and expected arrivals and ensure the proper delivery or relay of these messages.

4. **Knowledge of hotel facilities:** Be able to inform guests of daily hotel activities and about other hotel facilities (restaurant hours, etc.).

5. **Recording telephone charges/calls:** Record calls generated from PBX console and forward charges to the front desk to be posted on the appropriate accounts.

6. **Maintaining PBX area:** Ensure that the PBX and front-office areas are clean, orderly, and organized to promote smooth operation and transition between shifts.

7. **Special projects:** Use a positive attitude in completing or helping complete any special projects and/or assignments delegated from management.

8. **Adherence to house rules:** Adhere to the house rules as stated in the employee handbook, i.e., arrive at work station promptly, inform the immediate supervisor in case of an emergency, be available in case of unexpected work loads.

9. **Effective use of work time:** Maximize productivity by working steadily, refraining from time-wasting activities, and being prompt in beginning workdays.

10. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

RESERVATIONS AGENT

BASIC FUNCTION

The job's basic function is to use a positive, enthusiastic manner to answer guest inquiries concerning rates and hotel facilities and to assure accurate input of reservation information in the EECO from telephone, guest contact, CRO messages, and reservations from the sales office.

MAJOR RESPONSIBILITY AREAS

1. **Answering inquiries:** Answer any current reservations, advance reservation, and/or general inquiries about the facilities.

2. **Processing reservations:** Process all reservations, modifications, cancellations, and requests received over the telephone, CRO printer, mail, and/or through sales office to accurately reflect the guest's name, room rate, and other marketing information in order to maintain the integrity of management.

3. **Selling and upselling:** Use a professional manner in informing guests of hotel facilities and in upselling guests to higher-rated rooms (to achieve a high transient rate).

4. **Filing:** Properly file all reservation forms (room list, CRO messages, and reservation forms) on a timely basis to enable a sound and accurate backup for reference purposes.

5. **Transmitting information:** Transmit any information (SCI, AA status, etc.) over the BSR (CRO) on a timely basis.

6. **Processing advance deposits:** Accurately and efficiently process advance payment received through mail to ensure the proper accounting of such deposits.

7. **Guest relations and services:** Provide prompt and professional service to all guests, carrying out the guest requests and needs to their satisfaction within the parameters and standards set by the hotel; handle and resolve guest problems and/or concerns in a courteous manner; take the initiative to apply the proper range of authority and responsibility while on duty.

8. **Maintaining front-office area:** Ensure that the front office and front desk are clean, orderly, and organized to ensure smooth operation and transition between shifts.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

9. **Attention to details in carrying out different functions consistently:** Assure the integrity and accuracy of the information in the data base obtained at reservation/ registration time. Properly handle the delivery of guest messages/mail on regular basis. Communicate different incidents to fellow workers through the use of front-desk logs and computer system. Document and process any information to ensure smooth desk operations and quality guest service. Consistently promote and take an active part in maintaining and ensuring quality throughout the department.

10. **Employee relations:** Closely interact with front-office personnel and other departments to carry out different tasks to ensure smooth operations and quality guest service, and communicate with other employees and supervisors in a business-like manner on work-related issues.

11. **Safety and security:** Assist in the safety and security of hotel guests and fellow employees through maintaining and controlling room keys and working closely with the security department.

12. **Special projects:** Use a positive attitude in completing or helping complete any special projects and/or assignments delegated from the management.

13. **Adherence to house rules:** Adhere to the house rules as stated in the employee handbook, i.e., arrive at work station promptly, inform the immediate supervisor in case of an emergency, be available in case of unexpected work loads.

14. **Effective use of work time:** Maximize productivity by working steadily, refraining from time-wasting activities, and being prompt in beginning workdays.

15. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

JOB DESCRIPTION

Front Office

Switchboard Operator

Reports to: Front-office manager

Duties and responsibilities:

1. Responsible for covering all scheduled shifts, being on time, and being dressed properly.
2. Responsible for clocking in and out at the security desk and signing in and out properly in your department to insure that all hours worked are recorded.
3. Responsible for operating the Hotel Information System (HIS) software in association with the IBM 36 CRT and any other computer equipment necessary to perform your job.
4. Responsible for recording wakeup-call requests on the proper form, then placing them into the wakeup machine. (Personal wakeup calls are given to VIPs and 10th-floor guests.)
5. Responsible for using the two-way radio properly to monitor the bell attendants' van activity to coordinate guest transportation to and from the airport. Responsible for assisting security in the event of an emergency by paging or calling, etc.
6. Responsible for following the procedures below when answering incoming calls.
    a. Try to answer on the first ring, if possible.
    b. Answer by saying, "Thank you for calling the Cornhusker Plaza. May I direct your call?"
    c. Before connecting or transferring a call say, "Thank you, I'll connect you."
    d. During the holiday season, change your answer to: "Happy holidays from the Cornhusker Plaza. May I direct your call?"
    e. For incoming in-house calls say: "Hotel operator, this is _(your name)_. May I help you?"
    f. At no time are you to give home telephone numbers or addresses of any employee to anyone. This is against the hotel's policy.
    g. Never leave your station unattended with the board turned on.
7. Responsible for reporting to a manager any phone alarms that appear on your board, any out-of-order phones in the hotel, and any problems that may affect the phone system.

Courtesy of the Cornhusker Hotel, Lincoln, Nebraska.

8. Responsible for taking time and charges from the phone company for any operator-assisted calls and giving the front desk a voucher signifying the number called, length of call, the guest's name and room number, and the total amount of the call (without tax).

9. Responsible for restricting phone service to extension numbers at the request of the guest (this can be either a partial or full restriction).

10. Responsible for following procedures set by the front-office manager in alphabetizing and filing registration cards of departed guests.

11. Responsible for referring to the human resource office any person wishing to speak to any hourly employee. (That office will take and deliver emergency messages.)

12. Responsible for familiarizing yourself with hotel extension numbers and department managers' names.

13. Responsible for immediately reporting any emergency to the general manager and/or the food and beverage manager.

14. Responsible for knowing and following hotel emergency procedures and assisting security in any way.

15. Responsible for following all policies and procedures as outlined in the employee handbook.

16. Responsible for filing morning reports.

17. Responsible for keeping your work area clean and neat.

18. Responsible for all other duties assigned by front-office manager.

Accepted by: ______________________________

Date: ______________________________

Signature: ______________________________

JOB DESCRIPTION

1. NAME: ______________________ 2. DATE: ______________________

3. JOB TITLE: Reservation clerk 4. DEPARTMENT: Front office

5. LOCATION: ____

6. BASIC FUNCTION — Performs clerical work of receiving reservations from guests, telephone, and RoomFinder II and of processing reservations to reserve rooms.

7. SCOPE — Responsible for performing all clerical and mechanical operations of receiving reservation information, recording information, and processing the forms and information so that rooms will be properly reserved and accurate records kept for forecasting purposes.

8. WORK PERFORMED —

   a. Receives reservations from various sources (RoomFinder II, telephone, correspondence, and guests at front desk).

   b. Writes reservation slips and related forms, and files same.

   c. Reconfirms reservations for current day where local contact is indicated.

   d. Places confirmations to be mailed out in envelopes, attaching appropriate forms and information.

   e. Other duties as required.

9. SUPERVISION EXERCISED — N/A

10. SUPERVISION RECEIVED —

    a. Supervisor: Front-office manager

    b. Type of supervision received: General direction

11. RESPONSIBILITY AND AUTHORITY —

    a. Employee relations: Ability to deal effectively with front-office employees

    b. Materials and products: N/A

    c. Equipment: RoomFinder II and other general office equipment

    d. Money: Handles deposits and passes on to auditor

    e. Business contacts (internal and external): Frequent contact with department heads and all outside sources of reservations

12. MINIMUM REQUIREMENTS —

    a. Equivalent education level required: High school

    b. Experience required: Prior experience as reservation clerk or room clerk desirable. Must be able to meet and deal with public.

    c. Knowledge required: Working of hotel's reservation system (desired, but may be learned on the job). General knowledge of office and telephone procedures. Pleasant telephone personality. Ability to type.

Reviewed by ____________________ Approved by ____________________

JOB DESCRIPTION

Front Office

Reservation Clerk

Duties and responsibilities:

Basic duties

1. Responsible for establishing good communications with guests in order to determine guest needs and to sell room types and rates of the hotel on an availability basis.
2. Responsible for entering all types of reservation requests (changes, cancellations, advanced deposits, individual and group reservations, and special billing information) into the IBM computer system and printing reports relative to the operation of all departments.

Basic responsibilities

1. Responsible for selling room types and rates appropriately (depending on individual or group requirements) on the basis of availability.
2. Responsible for correctly inputting reservation information into the computer system as requested by policy and procedure.
3. Responsible for printing confirmations and mailing daily.
4. Responsible for working closely with personnel in other departments and divisions (front-office, sales/catering, food and beverage, accounting, etc.).
5. Responsible for observing all hotel policies and procedures.
6. Responsible for knowing your product (the hotel) and being precise.
7. Responsible for being pleasant, friendly, and helpful to all hotel guests, co-workers, and persons calling for reservations. (Keep a smile in your voice.)
8. Responsible for never leaving the reservation department unattended.
9. Responsible for keeping lines of communication open between co-workers and supervisors by passing along pertinent information.
10. Responsible for processing registration cards daily and reviewing arrival report for accuracy in reservations.

Courtesy of the Cornhusker Hotel, Lincoln, Nebraska.

11. Responsible for processing Telex reservations and inputting data into the HIS system.

12. Responsible for compiling monthly review and making proper deletions from Guest History Duplicate Report.

13. Responsible for compiling weekly review of 10-day Rooms Forecast and Catering Forecast of incoming groups and functions in the hotel.

14. Responsible for completing other duties as assigned.

Accepted by: ______________________________

Date: ______________________________

Signature: ______________________________

DOOR ATTENDANT

BASIC FUNCTION

The job's basic function is to greet all guests at the front door and to assist in the loading and unloading of guests and their baggage.

MAJOR RESPONSIBILITY AREAS

1. **Greeting guest:** Enthusiastically and cheerfully acknowledge all guests by name, if known. Assist in opening vehicle door and hotel doors for all guests entering and leaving the hotel.

2. **Baggage:** Assist guest in loading and unloading baggage to and from vehicles and transferring baggage to a bell attendant for placement in a guest's room.

3. **Valet parking:** Park cars upon guest request in designated parking areas, following proper hotel valet-parking procedures and keeping the fire lanes clear. Ensure smooth traffic flow through the driveway, preventing any obstruction of that flow.

4. **Appearance of driveway and grounds:** Ensure cleanliness of these areas by sweeping and picking up litter when necessary; communicate any safety or maintenance problems to the bell captain.

5. **Assisting guest in request for transportation:** Upon request, summon taxi and arrange car rental and airport-shuttle transportation.

6. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

7. **Employee relations:** Closely interact with front-office personnel and other departments to carry out different tasks to ensure smooth operations and quality guest service; communicate with other employees and supervisors in a business-like manner on work-related issues.

8. **Safety and security:** Assist in the safety and security of hotel guests and fellow employees by working closely with the security department.

9. **Special projects:** Use a positive attitude in completing or helping complete special projects and/or assignments delegated from management.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

10. **Adherence to house rules:** Adhere to the house rules as stated in the employee handbook, i.e., arrive at work station promptly, inform the immediate supervisor in case of an emergency, be available in case of unexpected work loads.

11. **Effective use of work time:** Maximize productivity by working steadily, refraining from time-wasting activities, and being prompt in beginning workdays.

12. **Maintaining bell-stand area:** Ensure that the bell-stand, bell-closet, and front-office areas are maintained in a clean and organized manner. Ensure that the immediate lobby area is neat and orderly.

13. **Guest relations and services:** Provide prompt and professional service to all guests, carrying out guest requests and needs to their satisfaction but within the parameters and standards set by the hotel. Handle and resolve guest problems and/or concerns in a courteous manner; take the initiative to apply the proper range of authority and responsibility while on duty. Communicate information regarding functions and facilities of the hotel and city to guest.

DRIVER

BASIC FUNCTION

The job's basic function is to provide courteous and efficient shuttle service for all guests to and from the airport and other pre-approved destinations.

MAJOR RESPONSIBILITY AREAS

1. **Greeting guests at van:** Courteously greet and acknowledge guest by name, if known. Assist guests in and out of van in a safe and helpful manner; assist with the guest's luggage whenever possible.
2. **Maintaining van:** Keep an accurate van-mileage log, maintenance log, and checklist; communicate any safety and maintenance problems to bell captain. Wash and vacuum hotel vehicles when needed; ensure vehicle cleanliness and order.
3. **Making van runs to airport:** Follow guest-reservation van logs and schedule runs by time and airline to ensure that vans run promptly.
4. **Employee and guest relations:** Supply guests with information regarding hotel facilities and information about Tulsa. Interact cooperatively with the front office and other uniformed-service staff; assist co-workers, when possible, with baggage handling and guest service.
5. **Guest relations and services:** Provide prompt and professional service to all guests, carrying out the guest requests and needs to their satisfaction but within the parameters and standards set by the hotel. Handle and resolve guest problems and/or concerns in a courteous manner, and take the initiative to apply the proper range of authority and responsibility while on duty.
6. **Maintaining bell-stand area:** Ensure that the bell-stand, bell-closet, and front-office areas are maintained in a clean and organized manner.
7. **Employee relations:** Ensure smooth operations and quality guest service by closely interacting with front-office personnel and personnel in other departments, and communicate with other employees and supervisors in a business-like manner on work-related issues.
8. **Safety and security:** Assist in the safety and security of hotel guests and fellow employees by maintaining and controlling room keys and working closely with the security department.
9. **Special projects:** Use a positive attitude in completing or helping complete special projects and/or assignments delegated from the management.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

10. **Adherence to house rules:** Adhere to the house rules as stated in the employee handbook, i.e., arrive at work station promptly, inform the immediate supervisor in case of an emergency, be available in case of unexpected work loads.

11. **Effective use of work time:** Maximize productivity by working steadily, refraining from time-wasting activities, and being prompt in beginning workdays.

12. **Crew pickups:** Prepare key envelopes and sign-in sheets for airline crew members, keeping with the schedule and following the proper procedures.

13. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

BELL ATTENDANT

BASIC FUNCTION

The job's basic function is to courteously assist arriving and departing guests with baggage to and from the guestroom.

MAJOR RESPONSIBILITY AREAS

1. **Greeting guest:** Enthusiastically and cheerfully acknowledge and greet all guests by name, if known.

2. **Baggage handling:** Assist arriving and departing guests with their baggage; deliver baggage to and from room; assist with baggage storage according to policy and procedures. Deliver messages, mail, packages, flowers, etc., to guests upon request from front-desk personnel or guests.

3. **Maintaining bell-stand area:** Ensure that the bell-stand, bell-closet, and front-office areas are maintained in a clean and organized manner. Ensure that the immediate lobby area is neat and orderly.

4. **Lobby traffic:** Assist in ensuring the smooth flow of people in the lobby and driveway by maintaining an obstruction-free area.

5. **Availability to guests and front-office staff:** Remain at designated post; fill in for door attendant and/or driver when needed.

6. **Guest relations and services:** Provide prompt and professional service to all guests, carrying out guest requests and needs to their satisfaction but within the parameters and standards set by the hotel. Handle and resolve guest problems and/or concerns in a courteous manner, and take the initiative to apply the proper range of authority and responsibility while on duty.

7. **Employee relations:** Closely interact with front-office personnel and personnel in other departments to ensure smooth operations and quality guest service; communicate with other employees and supervisors in a business-like manner on work-related issues.

8. **Safety and security:** Work closely with the security department to assist in the safety and security of hotel guests and fellow employees.

9. **Special projects:** Use a positive attitude in completing or helping complete special projects and/or assignments delegated from management.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

10. **Adherence to house rules:** Adhere to the house rules as stated in the employee handbook, i.e., arrive at work station promptly, inform the immediate supervisor in case of emergency, be available in case of unexpected work loads.

11. **Effective use of work time:** Maximize productivity by working steadily, refraining from time-wasting activities, and being prompt in beginning workdays.

12. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

JOB DESCRIPTION

Front Office

Bell Attendant

Reports to: Bell captain and front-office manager; also reports to the front-office supervisor in the absence of the manager.

Qualities: Guest-oriented, pleasant personality, ability to perform under stress, good driving record.

Duties and responsibilities:

1. Responsible for being on time as scheduled and being in uniform.
2. Responsible for welcoming all hotel guests while smiling, being courteous, and saying "Good morning/afternoon/evening, welcome to the Cornhusker."
3. Responsible for assisting hotel guest(s) in carrying luggage or belongings, if requested, and taking luggage to proper destination in the hotel, i.e., guestroom, conference center, meeting room, etc.
4. Responsible for assisting hotel guests when they pull their cars in front of the hotel by:
   a. Opening doors for men and women
   b. Helping carry luggage/bags
5. Responsible for cleaning the hotel lobby and cleaning ash urns, ash trays, telephone tables, coffee tables, grand staircase, and assigned areas.
6. Responsible for knowing all daily activities, including name of functions, times, and meeting locations.
7. When escorting guests to rooms, responsible for promoting all hotel outlets, such as the restaurants and cocktail lounge.
8. In the guestroom, responsible for turning on the lights, placing luggage properly on luggage racks; explaining the use of the television set, air conditioner, and heating unit; making guests aware of the smoke-detector and fire-alarm systems.
9. Responsible for reporting to manager all physical problems with guest elevators, hotel lobby, rooms, etc.

Courtesy of the Cornhusker Hotel, Lincoln, Nebraska.

10. Responsible for immediately reporting to the manager all guest complaints, accidents, or mishaps.
11. Responsible for ordering taxis for guests as requested.
12. Responsible for providing better guest services by working closely with desk clerks and other hotel employees.
13. Responsible for knowing Lincoln and points of interest in the area.
14. At the request of your supervisor, responsible for scheduling van service to and from the airport for guests or hotel personnel.
15. Responsible for following proper procedures in checking in and out laundry.
16. Responsible for assisting guests in obtaining necessary goods (extra blankets, towels, newspapers, magazines, etc.)—especially after hours.
17. Responsible for being prepared to provide guests with necessary information (directions, movies, entertainment, church services, etc.).
18. Responsible for reporting to department manager, security, or the manager on duty any suspicious individual(s) within the complex.
19. Responsible for cleaning the hotel limousine and van, inside and out, for checking the gas/oil, and for reporting any defects or problems.
20. Responsible for driving hotel guests to and from the airport as per schedule.
21. Responsible for following procedures set by management in parking hotel guest's car when requested.
22. Responsible for maintaining a valid Nebraska driver's license and a good driving record.
23. Responsible for maintaining a good record of limousine and van log books.
24. When driving hotel property, responsible for abiding by all city and state traffic laws.
25. Responsible for providing any duties as assigned by the front-office manager.
26. Responsible for polishing bell carts and keeping bell station clean and organized.
27. Responsible for running errands for front office and other offices, as requested.
28. Responsible for following the guest-relations rules listed below:
    a. Be courteous to guests at all times. Greet guests properly and say good-bye when guests are leaving the hotel.

b. Call guests by their last name (Mr./Mrs./Ms. __)

c. When driving the van or limousine, do not smoke, drink, play loud music, or exceed the speed limit.

Remember, you represent the Cornhusker Hotel when you are on duty.

Accepted by: ____________________

Date: ____________________

Signature: ____________________

JOB DESCRIPTION

1. NAME: ______________________ 2. DATE: ______________________

3. JOB TITLE: Concierge 4. DEPARTMENT: Front office

5. LOCATION: ____

6. BASIC FUNCTION — Provides services for guests beyond what the hotel offers. Supervises uniformed-service employees delegated to guest-service division. Performs functions as related to guest. Acts as the information source for services related to city or town.

7. WORK PERFORMED —

   a. Provides information or directions to points of interest (restaurants, night clubs, plays, concerts).

   b. Provides special services to hotel guests (purchasing tickets for theater, plays, athletic events; making airline confirmation for tickets purchased).

   c. Resolves problems for guest services.

   d. Handles mail; takes guest's key each time guest leaves the hotel but has not checked out.

   e. Maintains a file that contains names, phone numbers, and addresses of individuals who offer a variety of services.

   f. Is able to gain the guest's trust.

Reviewed by ______________________ Approved by ______________________

Introduction to a Career in Guest Service
Unit 1

Student Supplement 2—Career Search Booklet

HOTEL/MOTEL MANAGER & ASSISTANT

Nature of the Occupation

Hotel and motel managers direct and coordinate the operation of hotels and motels to ensure their efficient operation and profit and to provide the best possible accommodations for guests.

Duties may include but are not limited to the following:

- Making decisions concerning personnel, administration, service, and room rates
- Resolving problems with guests
- Planning budgets and authorizing purchases
- Coordinating the activities of the front office, kitchen, dining room, and other areas
- Hiring personnel
- Participating in community affairs
- Delegating authority and assigning tasks to department heads

Occupation Specialties

(Dot codes in parenthesis)

Front Office Managers (187.167-110) supervise the front office activities and take care of reservations, room assignments, unusual requests, inquiries, and guests' complaints.

Lodging Facilities Managers (320.137-014) supervise and maintain temporary or permanent lodging facilities such as small apartment houses, hotels, trailer parks, tourist camps, and resorts.

Executive Housekeepers (187.167-046) are responsible for ensuring that guest rooms, meeting and banquet rooms, and public areas are clean, orderly, and well-maintained.

Food and Beverage Managers (187.167-106) direct the food services of hotels.

Convention Services Managers (187.167-078) coordinate the activities of large hotels' various departments for meetings, conventions, and other special events.

Working Conditions

Hotel and motel managers in large establishments supervise the various department managers who, in turn, supervise other employees of the hotel or motel. In smaller hotels and motels, the manager may supervise all employees directly. Managers spend much of their time working with other people.

Generally, surroundings are clean, comfortable, pleasant, and often luxurious. Although most business is conducted from an office or from a lobby, managers may be required to do considerable walking, standing, or moving about talking to department heads and observing hotel or motel operations.

Managers may have to work split shifts or nights in addition to regular work schedules. Managers are usually on call at all times. Resort hotel and motel managers may work as many as seven days a week during peak seasons.

Hotel and motel managers may belong to an association such as the American Hotel and Motel Association. Members may pay dues.

Tools, Equipment and Materials used may include:

- Rate Schedules
- Forms
- Manuals
- Computer Terminals
- Time Clocks
- Directives
- Contracts
- Typewriters
- Telephones

OCCUPATION SPECIALTIES

DOT CODE:

187.117-038	Manager, Hotel or Motel
187.167-110	Manager, Front Office
320.137-014	Manager, Lodging Facilities
187.167-046	Executive Housekeeper
187.167-106	Food and Beverage Managers
187.167-078	Convention Services Managers

SOC CODE: 1351

OKLAHOMA CAREER SEARCH

HOTEL/MOTEL MANAGER & ASSISTANT

Worker Requirements

You should like:
- Business contact with people
- Communicating ideas

You should be able to:
- Perform a variety of duties
- Supervise employees
- Direct, coordinate, and plan activities
- Handle all types of people and complaints
- Make decisions based on personal judgment
- Perform mathematical operations quickly and accurately

Physically you must:
- Have physical stamina to work irregular schedules
- Be able to speak and hear well
- Walk and stand for long periods of time

Opportunities for Experience:

Summer or part-time work as a bellhop, kitchen helper or cleaning and maintenance worker may be available at local hotels or motels or in resort areas.

Methods of Entry:

Methods of entering this occupation include direct application to employers or promotion from a front office or department manager position. Positions may also be located by consulting newspaper want ads, school and college placement offices, and state employment offices.

Earnings and Advancement

Earnings of hotel and motel managers depend upon the size of the establishment and the manager's duties and responsibilities.

Earnings:

In 1990, annual salaries of assistant hotel managers averaged $31,275. Assistants in large hotels with 600 rooms averaged $41,700, while those in smaller hotels with less than 200 rooms averaged $23,978. Salaries of assistant managers also varied according to their duties. For example, food and beverage managers averaged $39,302 per year. Front office managers averaged $23,560.

In 1990, salaries of general managers averaged an estimated $55,252 with a range of $39,406 in hotels and motels with less than 200 rooms, to an average of more than $79,000 in large hotels with more than 600 rooms.

Fringe Benefits:

Depending on the employer, hotel and motel managers may receive paid vacations, life and hospitalization insurance, pension plans, and sick leave. In addition, they may receive benefits such as living quarters, meals, parking facilities, and laundry services. These benefits are usually paid for, at least in part, by the employer.

Career Ladder for this Occupation may look like this:
- Hotel/Motel Owner
- Hotel/Motel Manager
- Front Office Manager
- Hotel/Motel Clerk/Trainee

Graduates of college programs in hotel administration usually enter manager trainee positions and work in various departments of the hotel or motel to acquire knowledge in all areas of operation.

Employment and Outlook

There were approximately 96,000 hotel and motel managers and assistants employed nationally in 1988. Employment is expected to grow faster than the average for all occupations through the year 2000 as business travel continues to grow and foreign and domestic tourism creates the need for additional hotel/motel operations. Applicants who have college degrees in hotel administration should have a decided advantage in seeking entry positions and later advancement.

Related Education and Training

Level(s) of education and training usually needed for this occupation:
- On-the-job training
- Technical junior or community college
- College bachelor's degree

School subjects helpful in preparing for this occupation include:
- College Preparatory
- Speech
- Accounting
- Business Math
- Psychology
- English
- Food Service
- Business Law
- Geography

More Sources of Information

- American Hotel and Motel Association
  1201 New York Avenue, NW
  Washington, DC 20005-3917

- Council on Hotel Restaurant and Institutional Education
  1200 17th Street, NW
  Washington, DC 20001

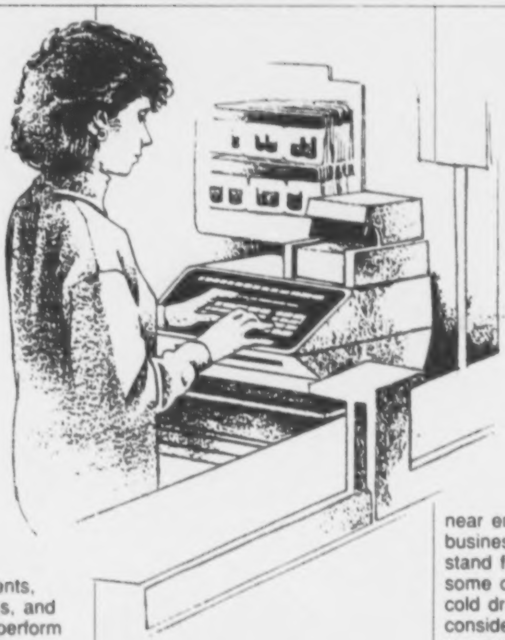
- Educational Institute of American Hotel and Motel Association
  P.O. Box 1240
  East Lansing, MI 48826

- Local Hotels and Motels

- College Placement Offices

- State Employment Offices

CASHIER



Nature of the Occupation

Cashiers receive payments, make change, fill out forms, and issue receipts as well as perform related clerical duties such as answer the telephone and type.

Duties may include but are not limited to the following:

- Recording sales and taxes on cash registers
- Clearing, totaling, and balancing cash registers
- Accepting payment
- Issuing receipts
- Cashing checks
- Completing credit card charge transactions for customers
- Redeeming coupons
- Checking credit customers
- Answering routine questions
- Weighing and bagging purchases
- Preparing bank deposits
- Restocking and marking counter items
- Operating office machines

Occupation Specialties

(Dot codes in parenthesis)

Cashier-Checkers (211.462-014) itemize and total customers' purchases in self-service grocery or department stores using a cash register.

Office Cashiers (211.462-010) receive funds from customers and employees in payment for goods or services and record the amounts received. They are usually employed in restaurants, cafeterias, theaters, retail stores, and other such establishments.

Working Conditions

Cashiers usually work alone and report to a supervisor.

Cashiers usually work in well-ventilated and lighted cages, booths or small offices located near entrances and exits of businesses. They are required to stand for long periods of time. In some cases, they are exposed to cold drafts in the winter and considerable heat during the summer.

Cashiers generally work a 5-day, 40-hour week including evenings, weekends and holidays. Some cashiers may be required to work split shifts in order to cover busy periods.

Tools, Equipment and Materials used may include:

- Cash Registers
- Accounting Machines
- Adding Machines
- Change-Dispensing Machines
- Check-Writing Machines
- Computerized Point-of-Sale Registers
- Calculators
- Charge Forms and Charge Plate Machines
- Checks and Vouchers
- Telephones

OCCUPATION SPECIALTIES
DOT CODE:

211.362-010	Cashier
211.462-014	Cashier-Checker
211.462-010	Cashier, Office

SOC CODE: **4364**

OKLAHOMA CAREER SEARCH

CASHIER

Worker Requirements

You should like:

- Working with figures and objects
- Activities of a routine, organized nature
- Serving the public

You should be able to:

- Perform a variety of duties which may often change
- Use logical step-by-step procedures in your work
- Perform arithmetical operations quickly and accurately
- Perceive detail in written material
- Communicate effectively and work well with others
- Deal tactfully and pleasantly with people

Physically you must:

- See well, either naturally or with correction
- Use your fingers quickly and accurately
- Possess good eye-hand coordination
- Stand on your feet for long periods of time

Special Requirements:

Retail food industries are now offering training programs for grocery cashiers, which may be completed in two years.

Opportunities for Experience:

Jobs in a school cafeteria, bookstore, or office and in co-op programs may be available through local high schools, vocational centers, or community colleges and may prove to be useful experience for this occupation. All branches of the military service offer opportunities for experience.

Methods of Entry:

One method of entering this occupation is by direct application to employers. Positions may also be located by consulting newspaper want ads, school placement offices, and the state employment office.

Earning and Advancement

Earnings depend upon the type and size of employer, union membership, geographical location, and employee's experience and seniority.

Earnings:

In 1990, median weekly earnings for full-time cashiers were about $208. The Middle 50% earned between $164 and $280; 10% earned below $141; and 10% earned above $435.

In establishments covered by Federal law, those beginning at minimum wage earn $3.85 an hour. This minimum amount will rise to $4.25 an hour on April 1, 1991.

Fringe Benefits:

Depending on the employer, cashiers may receive paid vacations and holidays; sick leave; disability, life, accident, and hospitalization insurance; and pension and profit-sharing plans. These benefits are usually paid for, at least in part, by the employer.

Career Ladder for this Occupation may look like this:

- Department Manager
- Head Cashier
- Cashier
- Trainee

Cashiers may advance through experience, training, and supervisory ability.

Employment and Outlook

There were approximately 2,310,000 cashiers employed nationally in 1988, making it one of the largest occupations in the country. Plentiful job opportunities are expected as employment grows faster than the average and replacement needs remain high. Employment of cashiers has grown rapidly over the past ten years as retailers introduced centralized cashier stations and increased the number of part-time jobs.

Cashers held about 26,167 jobs in Oklahoma during 1986. That number is expected to increase to 27,858 by 1992 which represents a 6.47 percent change. Job openings each year for cashiers will equal approximately 1,046, with 764 of those due to replacements and 282 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:

- On-the-job training
- High school diploma or G.E.D.

Level(s) of education and training also available for this occupation:

- High school diploma with vocational education

School subjects helpful in preparing for this occupation include:

- Bookkeeping
- Business Math
- General Clerical
- Business English
- Cooperative Education - Office/Distribution
- General Merchandising

More Sources of Information

- United Food and Commercial Workers International Union
  Suffridge Building
  1775 K Street, NW
  Washington, DC 20006

- National Grocers Association
  1825 Samuel Morse Drive
  Reston, VA 22090

- School Placement Office

- Your State Employment Office

- Military Service Recruiters

TELEPHONE OPERATOR

Nature of the Occupation

Telephone operators use switchboard equipment to provide assistance and information to customers or other operators. They handle calls which cannot be completed by the direct dial methods. They may handle person-to-person calls or other long distance calls.

Duties may include but are not limited to the following:

- Operating cord or cordless switchboard to relay incoming, outgoing, and interoffice calls
- Supplying information to callers
- Recording messages
- Keeping a record of calls placed and toll charges
- Operating a system of bells or buzzers to call individuals to the phone
- Performing clerical duties such as typing, proofreading, and sorting mail

Occupation Specialties

(Dot codes in parenthesis)

Central Office Operators (235.462-010) operate telephone switchboards and assist customers in establishing local or long distance telephone connections.

Directory Assistance Operators (235.662-018) provide telephone information from central office switchboard.

Working Conditions

Telephone operators may work alone or with other operators on a large multi-position board. Switchboards may be located in soundproof rooms or in open areas where there may be distractions from visitors or other office workers. Work areas are usually pleasant, well-lighted, and ventilated.

Telephone operators usually work between 32.5 and 37.5 hours a week including evening, Sunday, and holiday work. Telephone operators may work split shifts so that they are on duty during peak calling times. Telephone companies normally assign shifts by seniority. Operators are subject to 24-hour call.

The job of a telephone operator requires little physical exertion; however, during peak calling times, the pace at the switchboard can be hectic. Often operators are unable to leave their work areas during these periods.

Telephone operators may join a union such as the Communications Workers of America (AFL-CIO). Members usually pay dues.

Tools, Equipment and Materials used may include:

- Computer Terminal Keyboards
- Switchkeys
- Headsets
- Calculagraphs
- Microfilm Viewers
- Switchboards
- Telephone Directories
- Input Jacks

OCCUPATION SPECIALTIES

DOT CODE:

235.662-022	Telephone Operator
235.462-010	Central-Office Operator
235.662-018	Directory Assistance Operator

SOC CODE: 4732

OKLAHOMA
CAREER
SEARCH

TELEPHONE OPERATOR

Worker Requirements

You should like:

- Working with the public
- Activities dealing with things and objects

You should be able to:

- Communicate with all types of people
- Speak in a clear and pleasant manner
- Use tact and courtesy in dealing with people
- Perform routine work

Physically you must:

- Use your hands and fingers accurately
- See and hear, either naturally or with correction

Opportunities for Experience:

Part-time employment and all branches of the military offer opportunities for experience.

Methods of Entry:

Methods of entering this occupation include directly applying to employers, unions, and civil service offices. Positions may also be located by consulting newspaper want ads, school placement offices, and state employment offices.

Earnings and Advancement

Earnings depend on geographic location and size of the community and employee's experience.

Earnings:

Nationally, in 1990, the median yearly salary for telephone operators was $16,954. The middle 50 percent earned between $13,150 and $24,018. The lowest 10 percent of the salaries were less than $9,346 per year. The highest 10 percent of the salaries were more than $27,605 per year.

Telephone operators employed by AT&T and Bell Operating Companies and represented by the Communications Workers of America earned an average annual salary of $26,083 in 1990.

In 1990, the Federal Government paid starting telephone operators between $11,972 and $14,665 per year. The average yearly salary, in 1990, for all operators employed by the Federal Government was $17,063.

Fringe Benefits:

Depending on the employer, operators may receive paid vacations and holidays; accident and hospitalization insurance; sick leave; and retirement plans. These are usually paid for, at least in part, by the employer. Employers may also offer tuition reimbursement programs and savings plans.

Career Ladder for this Occupation may look like this:

- Telephone Operator Chief
- Telephone Operator Supervisor
- Telephone Operator
- Trainee

Telephone operators may advance through experience, additional education and training, and by demonstrating leadership ability.

Employment and Outlook

There were approximately 330,000 telephone operators employed nationally in 1988. Employment is expected to grow about as fast as the average rate through the year 2000. Employment of directory assistance operators and cnetral office operators is expected to decline as automation continues to increase. Employment of switchboard operators, however, is expected to grow faster than the average as businesses expand.

Telephone operators held about 1,198 jobs in Oklahoma during 1986. That number is expected to decrease to 1,176 by 1992, which represents a -2.08 percent change. Job openings each year for telephone operators will equal approximately 31, with 35 of those due to replacements and -4 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:

- On-the-job training
- High school diploma or G.E.D.

Level(s) of education and training also available for this occupation:

- Less than a high school diploma

School subjects helpful in preparing for this occupation include:

- Speech
- Office Practice
- Business Math

More Sources of Information

- United States Telephone Association
  900 19th Street, NW
  Suite 800
  Washington, DC 20006

- Communications Workers of America
  1925 K Street, NW
  Washington, DC 20006

- Local, State, and Federal Civil Service Offices

- Local Military Service Recruiters

- State Employment Offices

RESERVATION AGENT

Nature of the Occupation

Reservation agents plan routes, compute ticket or shipping costs, and perform most of the services involving public contact prior to departure or after arrival of passenger or freight carriers.

Duties may include but are not limited to the following:
- Answering questions about schedules and fares
- Planning routes and computing ticket cost
- Making reservations
- Selling tickets
- Maintaining records of tickets, passenger names, and freight
- Lifting, checking, and weighing baggage
- Announcing arrivals and departures
- Contacting passengers to confirm reservations or report arrival of freight

Occupation Specialties

(Dot codes in parenthesis)

Ticket Agents (238.367-026) sell tickets for transportation agencies such as airlines, bus companies, railroads, and steamship lines.

Automobile Club Travel Counselors (238.167-014) plan trips, map suitable routes, reserve hotel or motel accommodations, calculate mileage, and make bus, train and plane reservations for members of automobile clubs.

Working Conditions

Reservation agents generally work inside under the direction of supervisors.

Ticket agents may experience excessive noise caused by heavy passenger traffic, announcements, incoming and outgoing airplanes, buses, trains, and loading machine operations.

Ticket agents usually work 40 hours a week which may include night shifts, weekend, or holiday work, especially for new employees.

Reservation agents may join a union such as the Air Line Employees Association, International; Transport Workers Union of America; International Association of Machinists and Aerospace Workers; Brotherhood of Railway, Airline and Steamship Clerks, Freight Handlers; Express and Station Employees; Amalgamated Transit Union; and the International Brotherhood of Teamsters, Chauffeurs, Warehousemen and Helpers of America. Members pay dues.

Tools, Equipment and Materials used may include:
- Charts, Forms, Maps & Schedules
- Claim Tags
- Telephone Equipment
- Intercom or Public Address Systems
- Data Display Systems
- Tickets
- Computer Terminals & Print-out Equipment

Worker Requirements

You should like:
- Working with the public

You should be able to:
- Work well with all kinds of people, including angry customers
- Express yourself verbally in a clear, polite manner
- Work in a routine, concrete, and organized manner

OCCUPATION SPECIALTIES

DOT CODE:

238.367-026	Ticket Agent
238.367-018	Reservations Agent
238.167-014	Travel Counselor, Automobile Club

SOC CODE: 4644

OKLAHOMA
CAREER
SEARCH

RESERVATION AGENT

- Quickly and continuously perform the same work
- Complete tasks using specific machines, processes, and techniques, including computers

Physically you must:
- Maintain good hearing, either naturally or with correction
- Stand for long periods of time
- Use your hands and arms to reach for and handle objects

Opportunities for Experience:

Part-time work with transportation companies and travel agencies provide useful experience. All branches of the military offer opportunities for experience.

Methods of Entry:

The most common method of entering this occupation is applying directly to employers and local unions. Positions may also be located by consulting newspaper want ads, school and college placement offices, and state employment offices.

Earnings and Advancement

Earnings depend on the employer, union affiliation, and employee's experience and performance.

Earnings:

Nationally, in 1990, reservation agents employed by the airline industry earned average weekly salaries of $467, for an average yearly salary of $24,266.

Fringe Benefits:

Depending on the employer, ticket agents may receive paid vacations and holidays; life and health insurance; retirement plans; and sick pay. These benefits are usually paid for, at least in part, by the employer. Ticket agents may also receive free or reduced travel and hotel rates for themselves and members of their families. Those who work evening and night shifts may receive a shift differential.

Career Ladder for this Occupation may look like this:
- Supervisor
- Reservation Agent
- Trainee

Reservation agents may advance through experience, education, and training.

Employment and Outlook

There were approximately 133,000 reservation and ticket agents, and travel agents employed nationally in 1988. Employment is expected to increase faster than the average rate as more and more people can afford to enjoy travel. However, there is also an increase in qualified persons who are expected to apply for these jobs, so applicants need to prepare for the competition. Most job openings will arise as experienced agents and clerks transfer to other jobs or leave for other reasons. Airline jobs in particular attract many applicants because of the travel benefits and the glamour associated with the industry. Employment of reservation agents is sensitive to cyclical swings in the economy.

Reservation agents held about 333 jobs in Oklahoma during 1986. That number is expected to increase to 349 by 1992, which represents a 4.47 percent change. Job openings each year for reservation agents will equal approximately 11, with 8 of those due to replacements and 3 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:
- High school diploma or G.E.D.
- High school diploma with vocational education

Level(s) of education and training also available for this occupation:
- On-the job training
- Technical junior or community college

School subjects helpful in preparing for this occupation include:
- Foreign Languages
- General Math
- Typing
- Speech
- General Merchandising

More Sources of Information

- See Emerging Occupation: **TRAVEL MANAGER** (23A-9-1)
- Air Line Employees Association
  International
  5600 South Central Avenue
  Chicago, IL 60638
- Air Transport Association of
  America
  1709 New York Avenue, NW
  Washington, DC 20006

TAXI DRIVER AND CHAUFFEUR

Nature of the Occupation

Taxicab drivers provide transportation to passengers for a fee. Taxicab drivers may receive requests for service by waiting at hotels, airports, bus terminals, and other places or by driving down busy streets.

Duties may include but are not limited to the following:
- Driving people from one place to another
- Transporting handicapped persons
- Assisting passengers in and out of the taxicab
- Providing sightseeing tours
- Collecting fees
- Keeping a log book
- Reporting by radio or telephone to the taxicab company dispatcher
- Handling luggage
- Picking up and delivering packages
- Cleaning the taxicab and making minor adjustments

Occupation Specialties

(Dot codes in parenthesis)

Chauffeurs (913.663-010) provide transportation to business personnel or other individuals. They may be required to make trips and perform errands.

Working Conditions

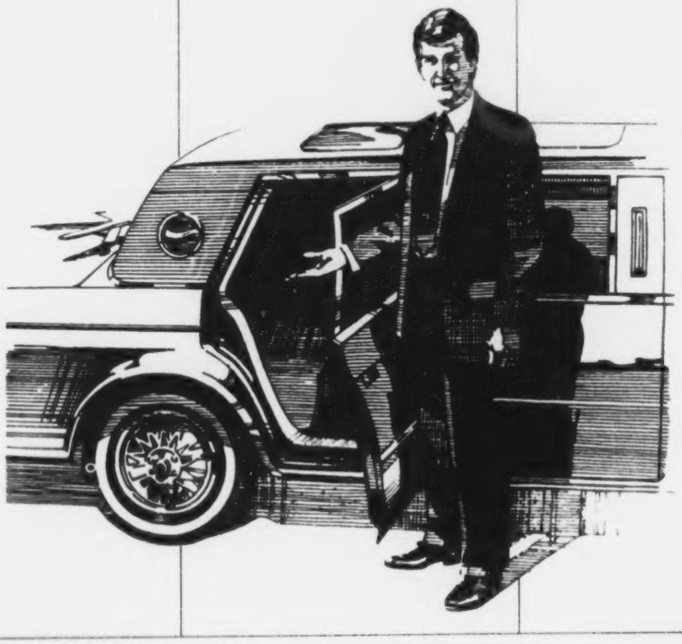
Taxicab drivers work alone with little or no supervision. They work in all kinds of weather and traffic conditions and must compete for business.

Taxicab drivers generally work between 40 and 72 hours per week, including evenings, weekends, and holidays.

Many taxicab drivers work directly for a cab company and rent their taxicabs from the company for a set fee. Some drivers own their taxicabs and operate independently.

Taxicab drivers may belong to a union. Members usually pay dues.

Tools, Equipment and Materials used may include:
- Two-Way Radios
- Log Books



OCCUPATION SPECIALTIES
DOT CODE:
913.463-018 Taxi Driver
913.663-010 Chauffeur
SOC CODE: 8216

OKLAHOMA
CAREER
SEARCH

TAXI DRIVER AND CHAUFFEUR

- Street Maps
- Fare Meters

Worker Requirements

You should like:
- Activities involving business contact with people
- Work that is routine and organized

You should be able to:
- Drive in all kinds of weather and traffic conditions
- Make minor auto repairs
- Deal tactfully and courteously with all types of people
- Maintain log records
- Make change correctly
- Follow directions

Physically you must:
- Reach for, handle, and feel objects
- Hear and see well, either naturally or with correction

Special Requirements:
Taxicab drivers and chauffeurs are usually required to have a special operator's license issued by the local police, safety department, or public utilities commission.

Opportunities for Experience:
Part-time employment may be available at taxicab companies.

Methods of Entry:
The most common method of entering this occupation is to apply directly to local taxicab companies. Positions may also be located by consulting newspaper want ads or state employment offices.

Earnings and Advancement

Earnings depend on the geographic location and the driver's efforts to seek out customers. Taxicab drivers may receive tips from customers.

Earnings:
Nationally, in 1990, taxicab drivers earned an average weekly wage of $386, for an annual average salary of $20,069. Taxicab drivers may lease cabs and pay the company for radio and maintenance services, keeping whatever they earn; or they may work on a commission, splitting what they earn with the company on a percentage basis. A small group of taxicab drivers work for cab companies for an hourly wage.

Fringe Benefits:
Taxi drivers usually do not receive fringe benefits, pensions, or severance pay afforded workers of other occupations.

Career Ladder for this Occupation may look like this:
- Garage Superintendent
- Dispatcher
- Taxicab Driver
- Trainee

Taxicab drivers may advance through experience and supervisory ability.

Employment and Outlook

There were approximately 109,000 taxicab drivers and chauffeurs employed nationally in 1988. Faster than average growth is expected in taxi driver employment, and opportunities for jobs should be excellent because of the high turnover of temporary or part-time employees.

Taxi drivers and chauffeurs held about 518 jobs in Oklahoma during 1986. That number is expected to increase to 532 by 1992, which represents a 1.92 percent change. Job openings each year for taxi drivers and chauffeurs will equal approximately 30, with 28 of those due to replacements and 2 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:
- Less than a high school diploma
- On-the-job training

School subjects helpful in preparing for this occupation include:
- First Aid
- Drivers' Training
- General Math

More Sources of Information

- International Brotherhood of Teamsters, Chauffeurs, Warehousemen & Helpers of America
  Director, Personnel Dept.
  25 Louisiana Avenue, NW
  Washington, DC 20001

- International Taxicab Association
  3849 Farragut Avenue
  Kensington, MD 20895

- Yellow Pages of Local Telephone Books Under Taxicabs

BELLHOP (BELL ATTENDANT)/BELL CAPTAIN

Nature of the Occupation

Bellhops and baggage porters carry baggage and perform a variety of personal services for hotel and motel guests and passengers on ships, trains, buses and airplanes.

Duties may include but are not limited to the following:
- Transferring trunks, packages and other luggage to rooms or loading areas using a handtruck
- Arranging for outgoing express and mail shipments
- Escorting incoming guests to their rooms and assisting them with their luggage
- Informing patrons of available services of the hotel or motel, points of interest in the area and entertainment attractions
- Paging guests, delivering messages and running errands
- Setting up conference rooms and display tables for sales agents

Occupation Specialties

(Dot codes in parenthesis)

Porters (324.677-010) may carry luggage for airline, railroad and bus passengers to waiting or baggage rooms or to taxicabs or private automobiles.

Bell Captains (324.137-014) supervise Bellhops, plan work schedules, keep time records and generally advise Bellhops.

Baggage Porters, Head (324.137-010) supervise and direct the activities of baggage porters.

Working Conditions

Bellhops generally work with other bellhops and the public. They are supervised by bell captains. Baggage porters usually have less direct contact with the public and are supervised by head porters.

Bellhops usually work inside but may be required to work outside to transport luggage.

Bellhops and baggage porters work between 35 and 48 hours a week on any one of three shifts. Weekend and holiday work is also required. Employment may be seasonal in resort areas.

Bellhops and baggage porters may join a union such as the Hotel Employees and Restaurant Employees International Union. Members usually pay dues.

Tools, Equipment and Materials used may include:
- Luggage Racks
- Handtrucks
- Telephones
- Hotel Supplies Such as Linen and Soap

Worker Requirements

You should like:
- Working with people

You should be able to:
- Work in a routine, organized manner
- Communicate easily, tactfully and courteously
- Accept complaints graciously
- Maintain a neat appearance
- Perform a variety of duties which may often change

Physically you must:
- See and hear well, either naturally or with correction
- Be able to stoop, kneel and crouch
- Be able to stand for a long period of time

OCCUPATION SPECIALTIES

DOT CODE:

324.677-010	Bellhop
324.477-010	Porter, Baggage
357.677-010	Porter
324.137-014	Bell Captain
324.137-010	Baggage Porter, Head

SOC CODE: 5262/5251

OKLAHOMA CAREER SEARCH

BELLHOP (BELL ATTENDANT)/BELL CAPTAIN

- Lift, carry and transport baggage weighing up to 50 pounds and occasionally more

Opportunities for Experience:
Summer or part-time employment as a bellhop or baggage porter in resort areas may provide helpful experience.

Methods of Entry:
Methods of entering this occupation include direct application to employers and local unions. Positions may also be located by consulting newspaper want ads, school placement offices and your state employment office.

Earnings and Advancement

Earnings depend upon the type and size of employer, geographic locations and union affiliation.

Earnings:
Nationally, porters and bellhops earned an average weekly salary of $320 in 1990 or $16,635 annually. Tips for bellhops generally depend on the size and location of the hotel or motel. Baggage porters working in airports usually receive larger tips than those employed by other transportation facilities. If average tips bring them above the minimum wage level, they may receive less than the minimum hourly wage.

Fringe Benefits:
Depending on the employer, bellhops and baggage porters may receive health and life insurance and retirement plans. They may also receive reduced rates on meals during working hours and free room and board in resort hotels.

Career Ladder for this Occupation may look like this:
Bellhops and baggage porters may advance through experience, education and demonstration of leadership ability.

Employment and Outlook

There were approximately 32,000 bellhops and porters employed nationally in 1988. Employment of bellhops is expected to grow faster than the average due to the growing popularity of travel.

Bellhops/bell captains held about 155 jobs in Oklahoma during 1986. That number is expected to increase to 162 by 1992 which represents a 3.22 percent change. Job openings each year for bellhops/bell captains will equal approximately 9, with 8 of those due to replacements and 1 created through new jobs.

Related Education and Training

Level(s) of education and training usually needed for this occupation:
- Less than a high school diploma

Level(s) of education and training also available for this occupation:
- On-the-job training

School subjects helpful in preparing for this occupation include:
- English

More Sources of Information

- Hotel Employees and Restaurant Employees International Union
  1219 28th Street, NW
  Washington, DC 20007

- American Hotel and Motel Association
  888 Seventh Avenue
  New York, NY 10106

- Council on Hotel, Restaurant, & Institutional Education
  311 First Street, NW
  Washington, DC 20001

- Educational Institute of the American Hotel & Motel Association
  P.O. Box 1240
  East Lansing, MI 48823

- Your State Employment Office

PARKING LOT ATTENDANT

Nature of the Occupation

Parking lot attendants park and return cars for customers in parking lots or garages. Lot attendants verify the receipt of new cars delivered to dealers and park them in a new car lot in an orderly manner.

Duties may include but are not limited to the following:

- Greeting customers and opening car doors
- Providing customers with a tag indicating time of arrival and placing a similar tag on the car windshield
- Parking the car or pointing out parking spaces
- Patrolling the parking area
- Returning the car to the customer or directing customers to their cars
- Collecting a parking fee
- Maintaining the parking area
- Cleaning windshields
- Servicing cars with gasoline, oil, and water

Working Conditions

Parking lot attendants generally work alone outdoors or in parking garages. They may be exposed to exhaust fumes and are usually responsible for any damage they do to customers' cars.

Attendants often work 10 hours a day, including evening, weekend, and holiday work. Approximately one third of parking lot attendants work part time. Overtime may be required during peak periods.

Parking lot attendants may be required to wear uniforms which may be furnished by the employer.

Parking lot attendants may join a union such as the International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers of America or the National Parking Association. Members usually pay dues.

Tools, Equipment and Materials used may include:

- Numbered Identification Tags
- Gasoline, Oil, and Water
- Keys
- Time Logs
- Invoices
- Records of Damage and Missing Items

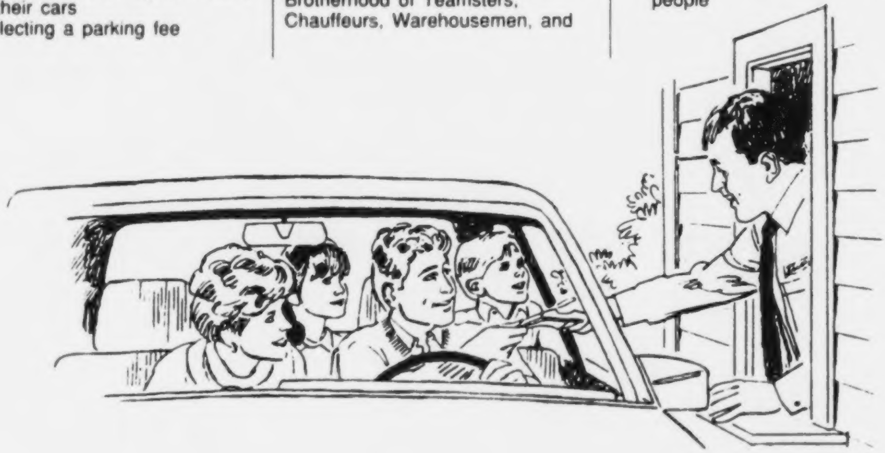
Worker Requirements

You should like:

- Doing routine and organized work
- Working without supervision
- Working outdoors

You should be able to:

- Work with many types of people



OCCUPATION SPECIALTIES

DOT CODE:

915.473-010	Parking-Lot Attendant
915.583-010	Lot Attendant

SOC CODE: 874

OKLAHOMA CAREER SEARCH

PARKING LOT ATTENDANT

- Compute parking charges and make correct change
- Keep records of claim tickets
- Continuously perform the same work

Physically you must:
- See and hear well, either naturally or with correction
- Reach for and handle objects

Opportunities for Experience:
Summer and part-time work will provide helpful experience.

Methods of Entry:
Methods of entering this occupation include direct application to parking lot owners or companies. Positions may also be located by consulting newspaper want ads and state employment offices.

Earnings and Advancement

Earnings depend upon the employer, size of the lot, and geographic location.

Earnings:
Nationally, parking lot attendants earned the minimum wage of $3.85 per hour in 1990. The average salary for parking lot attendants in 1990 ranged from $8,000 to $14,300. Unionized workers generally earn a higher wage rate.

Fringe Benefits:
Depending on the employer, parking lot attendants may receive paid vacations; life, health, and disability insurance; and Christmas bonuses. These benefits are usually paid for, at least in part, by the employer.

Career Ladder for this Occupation may look like this:
- Parking Lot Owner
- Parking Lot Supervisor
- Parking Lot Attendant

Parking lot attendants may advance through additional experience and/or training.

Employment and Outlook

There were approximately 47,000 parking lot attendants employed nationally in 1988. Employment is expected to increase as fast as the average for all occupations because parking lots are difficult to automate. A huge turnover rate will create many job opportunities.

Related Education and Training

Level(s) of education and training usually needed for this occupation:
- Less than a high school diploma

Level(s) of education and training also available for this occupation:
- On-the-job training

School subjects helpful in preparing for this occupation include:
- General Math
- Drivers' Training

More Sources of Information

- International Brotherhood of Teamsters, Chauffeurs, Warehousemen and Helpers of America
  25 Louisiana Avenue, NW
  Washington, DC 20001

- National Parking Association
  1112 16th Street, NW
  Suite 2000
  Washington, DC 20036

- State Employment Offices

Introduction to a Career in Guest Service
Unit 1

Student Supplement 3—Job-Information Report Form

Directions

Use the following form for gathering and comparing information about the specific jobs you wish to explore in Assignment Sheet 2.

Nature of the occupation ____________________________________

Working conditions ____________________________________

Student Supplement 3

Worker requirements ______________________________

Earnings and opportunities ______________________________

Student Supplement 3

Employment outlook ______________________________

Education/training required ______________________________

Introduction to a Career in Guest Service
Unit 1

Student Supplement 4—Job-Comparison Worksheet

Directions In the boxes under the column heading "Job Choice," list the three jobs you reported on in Assignment Sheet 2. In the boxes under the column heading "Advantages," list beside each job choice the advantages you imagine each job would have. In the boxes under the heading "Disadvantages," list beside each job choice the disadvantages you imagine each job would have.

Job choice	Advantages	Disadvantages
1.		
2.		

Student Supplement 4

Job choice	Advantages	Disadvantages
3.		

Introduction to a Career in Guest Service
Unit 1

Student Supplement 5—Career Objectives

Directions In the blank provided below, write your career goal. Then, using the job information you have gathered, list under the proper heading the education and training you will need and the jobs you think you will need to obtain in order to reach your career goal. These lists will become your career objectives.

Career goal ______________________________

Education and training required to meet your career goal

Student Supplement 5

Jobs required to meet your career goal

Introduction to a Career in Guest Service
Unit 1

Student Supplement 6—What You Can Do This Year

Directions

Review the two lists you made in Student Supplement 5 and then select short-term objectives from those lists. Write these short-term objectives under the proper heading on this form.

Short-term objectives for education and training needed to meet your career goal

Short-term objectives for jobs required to meet your career goal

Introduction to a Career in Guest Service
Unit 1

Student Supplement 7—What You Can Do in High School

Directions Review the two lists you made in Student Supplement 5 and then select from those lists long-term objectives you can meet while you are in high school. Write these long-term objectives under the proper heading on this form.

Long-term educational and training objectives you can meet while you are in high school

Long-term job objectives you can meet while you are in high school

Introduction to a Career in Guest Service
Unit 1

Student Supplement 8—What You Can Do After High School

Directions Review the two lists you made in Student Supplement 5 and then select from those lists long-term objectives you can meet after you graduate from high school. Write these long-term objectives under the proper heading on this form.

Long-term educational and training objectives you can meet after you graduate from high school

Long-term job objectives you can meet after you graduate from high school

Introduction to a Career in Guest Service
Unit 1

Student Supplement 9—Career Plan of Action

Directions

Review the lists you have made in Student Supplements 6, 7, and 8 and assign dates to each objective. Using this lists and dates, complete this form by listing all your objectives according to the dates you have assigned.

Career goal ____________________

Year	Objective

Introduction to a Career in Guest Service
Unit 1

Student Supplement 10—Checklist of Services Provided

Name of hotel ____________________

Location ____________________

Size (number of rooms) ____________________

Approximate size (number of staff) ____________________

Checklist

In-room services and amenities

Service	Yes	No
• Soap	______	______
• Shampoo	______	______
• Showercaps	______	______
• Bathrobes	______	______
• Clock radio	______	______
• Telephone service	______	______
• TV	______	______
• Flowers	______	______
• Turn-down service	______	______
• Room service	______	______
• Beverage service	______	______
• Valet service	______	______
• Laundry service	______	______

Student Supplement 10

In-room services and amenities (cont.)

Describe other in-room services and amenities provided.

Describe furnishings and decor supplied in guestrooms.

Checklist (cont.)

On-property services/ facilities

Service	Yes	No
Restaurant		
Lounge/bar		
Casino		
Special entertainment		
Banquet/meeting room		
Vending areas		
Ice machines		
Gift shop		
Clothing shop(s)		
Golf course		

Student Supplement 10

Checklist (cont.)

On-property services/ facilities (cont.)

Service	Yes	No
• Exercise room	______	______
• Sauna	______	______
• Tennis court	______	______
• Swimming pool	______	______
• Check-cashing service	______	______

Describe other on-property services/facilities provided.

____

____

____

____

Checklist (cont.)

Specialized hotel staff

Service	Yes	No
• Bell attendants	______	______
• Courtesy drivers	______	______
• Concierge	______	______

Describe other specialized hotel staff provided.

____

____

____

____

____

Student Supplement 10

Checklist (cont.)

Special promotional packages

Service	Yes	No
• Corporate rates		
• Government rates		
• Kids-free rates		
• Free breakfast		

Describe other special promotional packages provided.

Hotel category

Categorize hotel as either world-class, mid-range, or limited service by circling the appropriate category below, and then on the blanks provided, explain why you selected this category for the hotel.

World-class Mid-range Limited

Introduction to a Career in Guest Service
Unit 1

Assignment Sheet 1—Gather Personal Information

Name ____________________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Content is relevant, complete, and well-organized.	______

Introduction

We all have certain *interests*—things, subjects, or activities in life that we like to do, or things that make us happy. Conversely, we all have certain things, subjects, or activities that we dislike.

We all also have certain *aptitudes*—a talent or potential for being able to do something—and *skills*—activities we know how to perform because we have been trained to do them and have practiced doing them. And, we all hold certain *values*—personal judgments concerning the importance or worth of a thing or quality.

Each occupational area has certain requirements that are necessary in order for a person to be able to perform the jobs within that area successfully.

By figuring out your interests, dislikes, aptitudes, skills, and values and then comparing them to requirements necessary for success in the jobs in various occupational and career-interest areas, you can learn much about possible career options you may choose to investigate.

One method you can use to discover your interests, dislikes, aptitudes, skills, and values is through an informal self-inventory. Self-inventories often consist of open-ended statements or questions that ask you to examine your preferences in specific areas.

For example, to discover and examine your **interests** and **dislikes**, you might be asked questions such as Do you prefer to spend your time with people? Or do you prefer to work on problems—maybe by writing, thinking, daydreaming, or reading? Do you spend most of your time tinkering with machines, doing carpentry, cooking, or working on a car? What activities did you enjoy as a child? What courses do you enjoy? What are your hobbies?

Assignment Sheet 1

Such questions can give you clues about your career interests. If you answer that you enjoy courses that include lots of discussions, you might like a job working with people. Or if you answer that you like to work alone on projects, you might prefer a career that involves working with data or things.

In examining your **aptitudes**, you may be asked questions over three aptitude areas: school-subject, physical, and mental.

Questions that can help you identify your aptitudes in school subjects might include Which subjects are most enjoyable for you? In which do you receive the best grades? Which subjects are most difficult for you? In which did you receive the poorest grades? A good analysis of your school subjects will provide you with many clues to your aptitudes.

You should also analyze your physical aptitudes, since these affect the type of job for which you should apply. Questions that help you analyze this aptitude area include Do you have any physical handicaps that prevent you from working in certain occupations? What is your personal energy level? Are you basically healthy? Energetic? Alert? Do you have enough strength to do certain jobs?

A third aptitude area to examine is your mental capabilities. Can you add, subtract, multiply, and divide numbers easily? Can you work with fractions? Can you communicate effectively and easily?

Skills are often thought of as activities that have to do with manual training. Such skills as typing, sewing, carpentry, repairing an engine, and operating a cash register are easy to identify. However, other skills are also important and should be included in your skills analysis. The following questions can be useful in your skills analysis. Have you had any special training or experience in communication, such as public speaking or debate? Have you had special training in music, such as piano or singing lessons? Have you had special training or experience in working with people such as volunteer work for charitable organizations? What special training have you had in foreign languages, science, technology education/industrial arts, mathematics, marketing education, home economics, fine arts, etc.? These subjects may have provided you with the skills that are needed for various careers.

You do not think about your **values** a lot. They are usually learned from your parents and you live by them automatically. But examining your values is an important aspect of making wise decisions that will help you gain more satisfaction from your future job.

Assignment Sheet 1

Values are things people believe important or worthwhile. The following are ten things that people value and may also affect their job satisfaction.

- High pay
- Security (not having to worry about losing your job)
- Independence (being able to work alone)
- Routine (having a regular way of doing things)
- Variety (having many different things to do)
- Authority (having power over others)
- Creativity (being able to use your imagination)
- Respect (feeling important or recognized)
- Contribution to society (being able to change society for the better)

Asking you to rank these ten values has been found to be a good way of helping you examine the work values that are important to you.

Exercises

Self-inventory

Directions

Your goal in this exercise is to get enough information about yourself so that you can define your interests, aptitudes, skills, and values—Step 1 in the career decision-making process. To do so, complete the following five-part self-inventory, then discuss your answers with someone whose opinion you respect.

Section A: Interest inventory

1. Do you like to work with people?

   Yes ______ No ______

2. Do you like to work on mechanical things?

   Yes ______ No ______

Assignment Sheet 1

3. Do you like to work with facts and figures?

Yes ______ No ______

4. Do you like to discuss important issues?

Yes ______ No ______

5. Do you like being outdoors?

Yes ______ No ______

6. Do you like to read?

Yes ______ No ______

7. Do you like to write?

Yes ______ No ______

8. What three school subjects have you liked best? Why?

Subject a. ______

Reasons for liking subject ______

______

______

Subject b. ______

Reasons for liking subject ______

______

______

Subject c. ______

Reasons for liking subject ______

______

______

Assignment Sheet 1

9. What three school subjects have you liked least?

Subject a. ______________________________

Reasons for disliking subject ______________________________

____

____

Subject b. ______________________________

Reasons for disliking subject ______________________________

____

____

Subject c. ______________________________

Reasons for disliking subject ______________________________

____

____

10. If you have participated in any school activities, organizations, or clubs, which two have you liked best and why?

Organization a. ______________________________

Reasons for liking organization ______________________________

____

____

Organization b. ______________________________

Reasons for liking organization ______________________________

____

____

Assignment Sheet 1

11. If you have participated in any school activities, organizations, or clubs, which two have you liked least and why?

Organization a. ____________________

Reasons for disliking organization ____________________

____

____

Organization b. ____________________

Reasons for disliking organization ____________________

____

____

12. What two activities do you most like to do in your spare time?

Activity a. ____________________

Activity b. ____________________

13. What two chores or tasks at home, on the job, or in volunteer work do you really enjoy?

Chore/task a. ____________________

Chore/task b. ____________________

14. What three things have you liked most about school?

a. ____________________

b. ____________________

c. ____________________

15. What three things have you liked least about school?

a. ____________________

b. ____________________

c. ____________________

Assignment Sheet 1

Section B: Aptitudes inventory

1. In which three school subjects do you do your best work or receive your best grades?

   Subject a. ______________________________

   Subject b. ______________________________

   Subject c. ______________________________

2. In which three school subjects do you have the most difficulty or receive your poorest grades?

   Subject a. ______________________________

   Subject b. ______________________________

   Subject c. ______________________________

3. Can you write clearly and correctly?

   Yes ______ No ______

4. Can you add, subtract, multiply, and divide?

   Yes ______ No ______

5. Can you work with fractions and percentages?

   Yes ______ No ______

6. Are you comfortable when talking with adults?

   Yes ______ No ______

7. Are you able to give a speech?

   Yes ______ No ______

8. Do you read well and understand what you've read?

   Yes ______ No ______

9. Do you get along well with people?

   Yes ______ No ______

Assignment Sheet 1

10. Do you have musical or artistic talent?

Yes ______ No ______

11. Are you good in athletics?

Yes ______ No ______

12. Have you been a leader or held a responsible office in any organization?

Yes ______ No ______

Section C: Skills inventory

1. What business, office, or industrial machines can you operate?

____

____

____

2. What special training in communication, social skills, or the fine arts have you received?

____

____

____

3. What special training have you received in subjects you have taken in school?

____

____

____

Assignment Sheet 1

Section D: Values inventory

The following are ten items many people value in their work. On the blanks beside the items below, rank from 1 to 10 the things you want most from your work.

______ High pay

______ Security

______ Independence

______ Creativity

______ Routine

______ Variety

______ Authority

______ Creativity

______ Respect

______ Contribution to society

Section E: Evaluation

1. Considering your answers to the interest inventory above, what are your three main interests?

   Interest a. ______________________________

   Interest b. ______________________________

   Interest c. ______________________________

2. Considering your answers to the aptitude and skills inventories above, what three things do you do well?

   a. ______________________________

   b. ______________________________

   c. ______________________________

Assignment Sheet 1

3. Reviewing your ranking of the values inventory above, list the three things you value most from work.

   a. ____________________

   b. ____________________

   c. ____________________

4. Share the information you have recorded in this exercise with your guidance counselor, vocational-education teacher, parents, or anyone else you trust. On the blanks below, list any aptitudes, interests, skills, or values you discover as a result of this conversation.

   a. ____________________

   b. ____________________

   c. ____________________

Introduction and Sections A, B, and C of self-inventory adapted from *Getting the Job* by Richard L. Lynch, Gregg Division, McGraw-Hill Book Company, copyright 1977.

Introduction to a Career in Guest Service
Unit 1

Assignment Sheet 2—Gather Specific Job Information About the Jobs in the Guest-Service Division

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Content is relevant and well organized.	______

Introduction

Step 4 in the career decision-making process is gathering specific job information about the jobs in the occupational area you have chosen to explore within the hotel industry. Finding job information is easier than you might think. You can gather information by reading printed materials or by going through a computerized job search. Each of these sources of information is discussed below.

Printed materials

Government publications such as the *Occupational Outlook Handbook*, *Dictionary of Occupational Titles*, and the *Guide for Occupational Exploration* are excellent source materials for finding information about specific jobs. .

Occupational Outlook Handbook. The *Occupational Outlook Handbook* (OOH) is published by the U.S. Department of Labor and includes general information on approximately 200 occupations. The handbook provides information about job duties, working conditions, level and places of employment, education and training requirements, advancement possibilities, job outlook, earnings, and related occupations.

You should begin your job-information search in this publication by reading the section titled "How To Get the Most From the Handbook" and then browse through the table of contents, where related occupations are grouped in clusters, or look in the alphabetical index for occupations that interest you.

Assignment Sheet 2

The numbers in parentheses that appear just below the title of most occupational statements in the OOH are called *DOT* codes. DOT stands for *Dictionary of Occupational Titles*, another Department of Labor publication. Each DOT number classifies jobs by the type of work, required training, physical demands, and working conditions. DOT numbers are included in the OOH because some career-information centers and libraries used them for filing occupational information. An index in the OOH cross-references the DOT numbers to occupations covered in the OOH.

Dictionary of Occupational Titles (DOT). The *Dictionary of Occupational Titles* defines and classifies approximately 20,000 occupations performed in the United States economy. The DOT groups jobs into occupations based on their similarities. It also defines the job characteristics of all listed occupations. An occupational definition in the DOT normally has six basic parts. Each part represents information about a job in a systematic fashion. The parts are (1) a nine-digit occupational code number (DOT code), (2) the occupational title, (3) the industry or industries in which the occupation is found, (4) other titles by which the occupation also may be known, (5) a description of the tasks performed, and (6) related occupations.

Guide for Occupational Exploration (GOE). The *Guide for Occupational Exploration* is a U.S. Employment Service publication designed to provide you with information about fields of work that match your own interests and abilities. The GOE organizes occupational descriptions into 12 interest areas, 66 work groups, and 348 subgroups. Each description contains a general overview of the occupational area, followed by sections that answer the following questions:

- What kind of work would you do?
- What skills and abilities do you need for this kind of work?
- How do you know if you would like or could learn to do this kind of work?
- How can you prepare for and enter this kind of work?
- What else should you consider about these jobs?

The three government publications described may scare you at first because they are large. But these books are probably the most well-known and often-used sources of occupational information available, and with a little practice and help from your school librarian or counselor, they can become your most valuable career-information tools.

Assignment Sheet 2

Books and magazines. Many school- and public-library collections include sections of current career information in the form of pamphlets, newspapers, books, and magazines. Most of these small career-information publications are published by the federal government or by the state where you live. Ask your school or local librarian to help you locate this helpful information.

Trade publications and videos

The American Hotel and Motel Association's Educational Institute has a variety of books, videos, special resources, and training programs. Their collection contains over 28 books that cover all aspects of hotel operation and management. Their video library contains over 34 training videos.

To receive valuable information from the association, write:

Educational Institute of the American
Hotel & Motel Association
P.O. Box 1240
East Lansing, MI 48826

Additional trade information may be obtained by contacting the personnel offices in hotels in your area and requesting copies of the job descriptions for the various jobs within the property. The job descriptions collected in Student Supplement 1 are samples of the types of occupational information found on such job descriptions.

Computerized guidance programs

Your school library or guidance center may have a computerized guidance program. Most computerized programs are self-paced, fun to do, and contain much information about many types of jobs. If such a program is not available in your school, ask your vocational teacher to check into the vocational guidance information available in your state. For example, in Oklahoma, career information can be obtained through the computerized system provided by the Career Search division at the Oklahoma Department of Vocational and Technical Education in Stillwater, Oklahoma. See examples of the printouts provided by this service in Student Supplement 2, "Career Search Booklet." Similar programs are available in other states.

Assignment Sheet 2

What you want to know

Before you start gathering specific job information about the jobs in the guest-service division, you should review your lists of skills, aptitudes, and other personal information you gathered in Assignment Sheet 1. Keep this information handy as you gather job information. Refer to it whenever you need to refresh your memory about your needs. Remember, you are gathering job information to find a career that fits *you*.

Next, use a standard form for gathering information about specific jobs. By using a standard form, you can easily compare and evaluate the jobs you research.

The following are the topics you will want to include on the standard form you use for job research.

- The nature of the occupation (job duties)
- Working conditions
- Any worker requirements (things you should like and things you should be able to do) on the job
- Typical earnings and opportunities for advancement
- Your chances for employment in the job and the employment outlook for the job
- The education and training required for success on the job

Exercise

Complete job report forms

Directions

Your goal in this exercise is to complete Step 4 in the career decision-making process: to gather and compare specific information on jobs you have chosen to explore in the guest-service division of the hotel industry. To do so, you will make three copies of Student Supplement 3, "Job-Information Report Form," research three jobs, and fill out one report form for each job researched.

Turn in your three report forms to your instructor when complete.

Introduction to a Career in Guest Service
Unit 1

Assignment Sheet 3--Make Career Decision

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	_____
• Content is relevant and well organized.	_____

Introduction

Making a career decision is Step 5 in the career decision-making process. It is important that you learn to make good decisions in all areas of your life. But learning to make good decisions in some areas of your life can even be critical.

Choosing a career is a very complex decision that presents you with many options and will ultimately affect many areas of your life. Because of this, you should take a great deal of time and care in reviewing and coming to a final career decision.

Remember though, decision-making is a skill, and like any other skill, you get better at it through practice. Many of the jobs you are exploring in the hotel industry are also seen in other industries. So the decision-making skills you are practicing now will carry over into other fields. And even if you should decide the hotel industry is not for you, you will still profit from the decision-making skills you have practiced in this exercise.

Exercise **Job comparison**

Directions

Your goal in this exercise is to select a career goal—one job from the three jobs you gathered specific information about in Assignment Sheet 2. To do so, you will consider your three options by completing the following steps.

Write a checkmark in the blank before each step below as you complete it.

_____1. Look at the information you have gathered on each of the three "Job-Information Report Forms" you filled out in Assignment Sheet 2. Then try to imagine as clearly as possible what it would be like to actually be working at each of these jobs. Think of the advantages and disadvantages of each job. Try to imagine which job seems to best meet your needs.

Assignment Sheet 3

______2. Complete Student Supplement 4, "Job-Comparison Worksheet."

- In the boxes under the column headed "Job Choices," list the three jobs you reported on in Assignment Sheet 2.
- In the boxes under the column headed "Advantages," list beside each job choice the advantages you imagine each job would have.
- In the boxes under the column headed "Disadvantages," list beside each job choice the disadvantages you imagine each job would have.

______3. Carefully review Student Supplement 4, and try to decide which choice seems to have the best chance of meeting your personal needs. Then on the blanks below, rank the three jobs you have explored.

Career goal—First choice ____________________

____

Second choice ____________________________

____

Third choice _____________________________

____

Introduction to a Career in Guest Service
Unit 1

Assignment Sheet 4—Develop Plan of Action to Meet Career Goal

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Content is relevant and well organized.	______

Introduction

We all have good intentions of meeting the career goals we have set for ourselves. But we don't always develop objectives and set timeframes for meeting our goals. We become procrastinators—people who put things off.

By learning to develop objectives and set timeframes for meeting goals, you develop a career plan of action. You help yourself get out of the habit of putting things off. You learn to do things when they need to be done.

Career *objectives* are specific actions or steps you will take to meet your career goal. Three factors should be taken into account when you determine your career objectives:

- The level of education and training you will need to meet your career goal.
- Money you may need for education or equipment.
- Jobs leading to your career goal.

There are two timeframes for taking action on the objectives you plan to achieve: short-term and long-term. A *short-term objective* is any objective you can accomplish in a year's time. An example of a short-term objective could be to complete this course. A *long-term objective* is one that takes more than a year's time to complete. An example of a long-term objective could be to graduate from high school. Another example could be to become the general manager of a hotel.

Assignment Sheet 4

Exercise **Personal career plan of action**

Directions Take out the information you gathered on the career of your choice. Also locate Student Supplements 5 through 9. Then complete each of the following steps.

Write a checkmark in the blank before each step as you complete it.

______1. At the top of Student Supplement 5, "Career Objectives," write down your career choice (career goal). Then, using the job information you gathered, list under the proper heading the education and training you will need and the jobs leading to your ultimate career goal. Don't worry about putting the lists in order yet. Just write down everything that will lead you toward your career goal. These lists become your career objectives.

______2. Take out Student Supplements 6, 7, and 8 and the list of objectives you completed on Student Supplement 5.

- On Student Supplement 6, "What You Can Do This Year," make a list of your short-term objectives. Select short-term objectives from Student Supplement 5 and sort and list these under the proper heading on Student Supplement 6.
- On Student Supplement 7, "What You Can Do in High School," make a list of your long-term objectives that can be completed while you are in high school. Select these objectives from Student Supplement 5 and sort and list these under the proper heading on Student Supplement 7.
- On Student Supplement 8, "What You Can Do After High School," make a list of the long-term objectives you will complete after you graduate from high school. Select these objectives from Student Supplement 5 and sort and list these under the proper heading on Student Supplement 8.

Assignment Sheet 4

______3. Go back over Student Supplements 6, 7, and 8 and assign dates to each objective. For short-term objectives, you should be able to list exact dates. For long-term objectives, you may only be able to estimate the year.

Once you have assigned dates and estimated years to complete each objective, you may see that some of your objectives interfere with one another. If this happens, make adjustments, or if adjustments cannot be made, you will have to decide which objective is more important.

______4. Once you have sorted and listed your objectives to meet your needs, fill out Student Supplement 9, "Career Plan of Action."

Remember, you should review and revise your career plan of action as needed in the future. Your career plan is not carved in stone. Make it flexible. But try not to change it for foolish reasons. Think about what you are doing.

Introduction to a Career in Guest Service
Unit 1

Assignment Sheet 5—Categorize Hotels According to Level of Service Offered

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	_____
• Checklist has been completed.	_____
• Descriptions/explanations are relevant and well organized.	_____
• Proper category has been selected.	_____

Introduction

Each property offers unique services required by its location, target market, and the level of service it intends to provide. For example, two hotels across the street from each other may offer completely different services.

As a guest-service agent, you must be aware of the services provided by hotels—especially the hotel in which you will be an employee. In the exercise below, you are to gain permission to visit two hotels, determine the services offered by each hotel, and then categorize the level of service offered by each. This exercise will serve as practice for you when you are employed as a guest-service agent.

Exercise **Complete a checklist of services provided**

Directions

Make two copies of Student Supplement 10, "Checklist of Services Provided," to document the services provided by the hotels you have obtained permission to evaluate. Place a checkmark in each blank to indicate that particular service is provided by the hotel, and then supply the descriptions and explanations also called for on the checklist.

Guest-Service Functions
Unit 2

Objective Sheet

Unit objective

After completing this unit, the student should be able to record wakeup calls, provide in-house directions, post events, assist guests with luggage, and make deliveries to guestrooms. The student should demonstrate these competencies by completing the assignment sheets and the job sheets and by scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Define terms associated with guest-service functions.
2. Discuss guidelines for taking incoming telephone calls/messages for guests.
3. Discuss guidelines for recording and making wakeup calls.
4. State steps in posting daily events on letterboards.
5. Discuss guidelines for providing in-house directions.
6. Arrange in order steps in assisting guest with luggage during checkin.
7. Arrange in order steps in showing guest to guestroom.
8. Discuss guidelines for assisting guest with luggage during checkout.
9. Discuss guidelines for making deliveries to guestrooms.
10. Record and store incoming messages. (Assignment Sheet 1)
11. Record wakeup calls on call sheet. (Assignment Sheet 2)
12. Provide in-house directions. (Assignment Sheet 3)
13. Post in-house events. (Job Sheet 1)
14. Load a luggage cart. (Job Sheet 2)

Guest-Service Functions
Unit 2

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below and plan classroom activities. Also note suggestions for supplemental materials.

  Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

- Obtain materials to supplement instruction of this unit.

- Review the exercise in Assignment Sheet 1 and the information in Teacher Supplement 1, and prepare a mockup of a telephone system students will use in completing the assignment. Read the instructions and scenarios in Teacher Supplement 1 and decide how to use the phone system in creating the situations described in the scenarios.

- Review Job Sheet 1 and Job Sheet 2. In Job Sheet 1, you will need to provide a letterboard and letters and create a teacher demonstration of the letterboard's use. In Job Sheet 2, you will need to provide a luggage cart and create a teacher demonstration for its use.

- Select teacher components (written test, unit evaluation form, and teacher supplement) you want to distribute to your students. Copy and prepare these components for distribution.

- Prepare classroom. Put up posters and charts and display articles and other references related to the objectives of this unit.

  Display samples of the various pieces of equipment and materials that will be used during the study of this unit: telephone consoles, information racks, message racks, hotel maps, luggage carts, daily-events listings, etc.

Suggested Activities

Delivery and application

- The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

Unit introduction

- Provide students with objective sheet. Discuss unit and specific objectives.

- Emphasize the importance of providing efficient guest services such as taking telephone messages, making wakeup calls, posting daily events, providing directions, assisting with guest luggage, and making deliveries to guestrooms. Explain how these guest services showcase the hotel's efficiency and professionalism. **(Listening for content; adapting to the organization's values)**

Teaching suggestions

Objective 1 Define terms associated with guest-service functions.

- Read with students and discuss the terms and definitions presented in this section of the information sheet. Show students examples of *call sheets* and explain that they are used in recording wakeup calls. Demonstrate the use of the telephone *console* used in your classroom to simulate a hotel's system. Provide students with instructions as to its use and demonstrate the use of each function provided on the console. Explain that the skills they learn in manipulating the telephone-system console will be used in this unit when they record messages and make wakeup calls. **(Listening for content; applying technical terms)**

Objective 2 Discuss guidelines for taking incoming telephone calls/messages for guests.

- Read with students and discuss the guidelines presented in the information sheet. Emphasize the importance of accurate message-taking and storing skills and maintaining confidentiality when handling guest messages. A message taken for a guest may involve important business transactions or personal matters and message-handling is a service not to be taken lightly. **(Listening for content; adapting to the organization's values and traditional modes of operation)**

Suggested Activities

- Explain to students how to lead a caller in providing pertinent information by utilizing a message note pad. Roleplay for students "scripts" that illustrate your leading a caller for information. **(Listening for content; adapting to the organization's values and traditional modes of operation)**

- Show students the computerized information rack and message rack programs or the actual information rack, message rack, and console used in your classroom. Demonstrate the use of the information rack and discuss the information commonly found in the information rack. Demonstrate again the use of the telephone console, and demonstrate the proper storage of messages in the message rack. **(Listening for content and directions; adapting to the organization's values and traditional modes of operation)**

- Discuss with students the new voice-mail features now used in some hotels. Demonstrate this type of system if possible.

- Hand out Student Supplement 1, "Message Note Forms," Student Supplement 2, "Evaluation Criteria for Assignment Sheet 1," and Assignment Sheet 1, "Record and Store Incoming Messages." Discuss with students the directions to the exercise. Answer any student questions and have students complete Assignment Sheet 1. **(Listening for directions)**

Objective 3 Discuss guidelines for recording and making wakeup calls.

- Explain that in making wakeup calls the guest-service agent provides an essential service—getting the hotel guest to important business or personnel appointments on time. Show students examples of and discuss the various types of equipment hotels use in making wakeup calls. **(Listening for content; adapting to the organization's traditional modes of operation)**

- Demonstrate the wakeup system used as a learning tool in your classroom. Also explain how difficult it may be to wake up a sleepy and possibly disoriented guest while maintaining a friendly and efficient attitude. Again roleplay "scripts" for students that illustrate proper technique in making wakeup calls. **(Listening for content; learning to learn; adapting to the organization's traditional modes of operation)**

Suggested Activities

- Show students samples of call sheets used in several different hotels. Explain the purpose of the call-sheet record in both manual and computerized wakeup systems—emphasizing that in both systems the call sheet becomes a permanent record of the hotel staff's performance in providing this important service.

  Hand out Student Supplement 3, "Steps in Filling Out a Call Sheet," and use the steps and the artwork in the student supplement to illustrate your discussion of this process. Stress that although hotels may use various formats for the call-sheet form, the types of information requested on the form seldom varies. **(Listening for content; adapting to the organization's traditional mode of operation)**

- Hand out Student Supplement 4, "Call Sheet," and Assignment Sheet 2, "Record Wakeup Calls on Call Sheet." Read to students the introduction and directions to the assignment. Answer any student questions and have students complete Assignment Sheet 2. **(Listening for directions)**

Objective 4 State steps in posting daily events on letterboards.

- Show students samples of the many types of letterboards they may see in a hotel and discuss the importance of the letterboard in providing both the hotel guests and the hotel staff with information as to the daily happenings taking place within the hotel. Stress the importance of the accuracy of the information posted on the letterboard and explain that it is the hotel sales and marketing staff that usually prepares the events listing used in determining the information to be posted on the letterboard. **(Listening for content; adapting to the organization's traditional modes of operation)**

- Also, discuss with students some of the computerized information systems now used in some hotels. Show examples of these systems and TV monitors if possible. **(Listening for content)**

- Demonstrate to students the correct handling of the letterboard and letters you will provide them to use in your classroom. **(Listening for direction)**

Suggested Activities

- Hand out Student Supplement 5, "Daily-Events Listing," and Job Sheet 1, "Post In-House Events." Read with students the introduction to the job sheet and discuss the evaluation criteria presented on the job sheet. Answer any student questions and have students complete Job Sheet 1. **(Listening for direction)**

Objective 5 Discuss guidelines for providing in-house directions.

- Read with students the guidelines presented in the information sheet. Stress with students that being able to give good directions may not be as easy to do as they might think. To illustrate, call two students to the front of the classroom. Provide one student with a map of the school and explain that he or she is to give directions to the other student that would take that student from the front of the classroom to another point you choose on the map. As the student gives directions, allow the other members of the class to stop him or her at any time to "help" the student provide better directions by following the guidelines presented in the information sheet. **(Listening for content; orally communicating a thought in a clear, concise manner)**

- Hand out Student Supplement 6, "Hotel Floor Plan," and Assignment Sheet 3, "Provide In-House Directions." Read to students the introduction and the directions to the assignment. Discuss the evaluation criteria listed on the assignment, answer any student questions, and have students complete Assignment Sheet 3. **(Listening for direction)**

Objectives 6 through 8

- Treat Objectives 6 through 8 as a unit in presenting students with guidelines and steps in handling luggage, showing guests to guestrooms, and assisting guests at checkout.

  In discussing the steps presented in Objective 6 and 8, stress the necessity for personal safety in handling guest luggage. The guest-service agent should never try to impress a guest or another employee by trying to pick up an item that is too large or too heavy for him or her to handle. Emphasize to the students that the most important guideline for them to remember is to evaluate a guest's luggage before they attempt to carry it even a few steps.

Suggested Activities

Review with students the proper lifting techniques they learned in *Introduction to Hospitality and Tourism*, the first book in this series. **(Listening for content; adapting to the organization's traditional modes of operation)**

- Show students the luggage cart you will be using in the classroom and demonstrate the proper procedure for using and loading the cart. Load the heaviest luggage at the bottom of the cart with the lighter objects on the top. **(Listening for content; adapting to the organization's traditional modes of operation)**

- Hand out Job Sheet 2, "Load a Luggage Cart," and discuss the introduction and the evaluation criteria. Answer student questions and have students complete Job Sheet 2. **(Listening for direction)**

- In discussing Objective 7, stress the purpose of checking the guestroom when escorting a guest to his or her room. The guest-service agent's purpose is to make sure that the room is properly prepared to ensure the guest's comfort—not to check up on housekeeping and engineering. Before leaving the room, the guest-service agent should make sure that the guest feels comfortable in operating the equipment provided in the guestroom and is aware of the safety notices provided in the guestroom.

  Stress with students the importance of being courteous to hotel guests even if a guest does not offer a tip for the service provided, such as handling luggage and escorting guest to his or her room. Hospitality and courteousness are always to be displayed by hotel employees regardless of the circumstances. **(Listening for content; adapting to the organization's traditional modes of operation)**

Objective 9 Discuss guidelines for making deliveries to guestrooms.

- Read with students the notes and guidelines presented in the information sheet. Explain to students that the request for this type of service will usually come from the front desk and that the guest-service agent should be sure of the type of delivery requested before attempting to complete the delivery.

Suggested Activities

Stress with students the importance of being courteous to hotel guests even if they do not offer tips for the services you provide. Hospitality and courteousness are always to be displayed by hotel employees regardless of the circumstances. **(Listening for content; adapting to the organization's traditional modes of operation)**

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet as well as the component Answers to Assignment Sheets.
- Evaluate job sheets.

When the student is ready to perform a specific task, obtain a copy of the job sheet, which may be found in either the teacher guide or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided on the next page. Many other keys are available. Select one rating (grading scale) that best fits your program needs.

Suggested Activities

Option A

4 - Skilled—Can perform job with no additional training.

3 - Moderately skilled—Has performed job during training program; limited additional training may be required.

2 - Limited skill—Has performed job during training program; additional training is required to develop skill.

1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test, assignment-sheet, and job-sheet scores on Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- Gray, William S., and Salvatore C. Liguori. *Hotel and Motel Management and Operations*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.
- Kasavana, Michael L., and Richard M. Brooks. *Managing Front Office Operations*, 3rd ed. East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1991.
- Steadmon, Charles E. *Managing Front Office Operations*. East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1985.
- Vallen, Jerome J. *Check In • Check Out: Principles of Effective Front Office Management*. Dubuque, Iowa: Wm. C. Brown Publishers, 1985.

Guest-Service Functions
Unit 2

Answers to Assignment Sheets

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet.

Assignment Sheet 2—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the exercise may be evaluated using the following artwork as a guide.

Marcum Hotel
Enid, Oklahoma
Call Sheet

Room #	Employee initials	Time			
101					
102	(Student's initials)	7:00 a.m.	7:15 a.m.		
103	(Student's initials)	6:30 a.m.			
104					
105	(Student's initials)	5:45 a.m.			
106	(Student's initials)	11:00 a.m.			
107					
108					
109	(Student's initials)	1:00 p.m.			
110	(Student's initials)	4:30 p.m.			
111					
112	(Student's initials)	12:00 a.m.			
113	(Student's initials)	3:45 p.m.			
114					
115					
116					
117					
118	(Student's initials)	9:30 a.m.			
119					
120	(Student's initials)	2:30 a.m.			

Date July 24, 1998

Prepared by (Student's name)

Answers to Assignment Sheets

Assignment Sheet 3—Student performance should be evaluated according to the criteria listed on the assignment sheet.

Guest-Service Functions
Unit 2

Answers to Written Test

1. a. Form used in recording wakeup-call information
   b. Hotel telephone system used to handle incoming and in-house telephone communications

2. Discussion should include the following.

   - Answer phone promptly.
   - Use proper greeting.
   - Acknowledge caller's request.
   - Follow hotel procedure in determining guestroom number.
   - Transfer call efficiently.
   - Notify caller if guest is not in room or if line is busy, and offer to take message.
   - Follow hotel procedure for notifying guest of message and for properly storing message.
   - Follow hotel procedure for delivering message to guest.
   - Follow hotel procedure for canceling message on message-notification system.

3. Discussion should include the following.

   - Answer phone promptly.
   - Use proper greeting.
   - Record wakeup request on call sheet.
   - Repeat request to guest to confirm wakeup information.
   - Follow hotel procedure for making and documenting wakeup calls.

4. a. Obtain daily-events listing from sales and marketing personnel.
   b. Remove previous day's listing from letterboard.
   c. Prepare necessary letters for day's listing.
   d. Post day's events on letterboard.
   e. Doublecheck spellings, times, and locations against listing provided by sales and marketing.

5. Discussion should include the following.

   - Be courteous; address guest with proper greeting.
   - Provide accurate information.
   - Direct guest along safest path to destination.
   - In giving directions, highlight noticeable locations guest will pass on path to destination.

Answers to Written Test

- Make sure guest has understood directions by having him or her repeat directions; provide additional information as necessary.
- Offer service of bell attendant to escort guest to destination if necessary.

6.	a.	5	d.	2
	b.	3	e.	4
	c.	1	f.	6

7.	a.	8	e.	3
	b.	1	f.	4
	c.	6	g.	5
	d.	2	h.	7

8. Discussion should include the following.

- Confirm checkout time with guest by repeating request back to guest.
- Arrive at guestroom door promptly at established time.
- Use proper greeting and ask guest for permission to handle luggage.
- Evaluate guest luggage for size and weight.
- Use proper lifting techniques when handling luggage.
- If using a luggage cart, load heaviest luggage at the bottom of the cart with lighter objects placed on top.
- Doublecheck guestroom to make sure guest has not forgotten any items.
- When luggage has been loaded and the room checked, courteously ask guest to follow you to the lobby.
- Turn off lights and close guestroom door.
- Assist guest in loading luggage into transportation and use proper parting phrase.

9. Discussion should include the following.

- Confirm delivery information with front-desk personnel by repeating information back to front-desk person.
- Be prompt in performing the type of delivery requested.
- When you arrive at guestroom door, knock and announce yourself.
- Do not enter guestroom before receiving permission from the guest to enter.
- Place delivery in appropriate place in guestroom.
- Ask whether guest requires any further assistance.
- Exit guestroom using proper parting phrase and close guestroom door.

Guest-Service Functions
Unit 2

Written Test

Name ______________________________ Score ______________

1. Define terms associated with guest-service functions. Write your answers on the blanks provided beside each of the terms below.

   a. Call sheet ______________________________

   b. Console ______________________________

2. Discuss guidelines for taking incoming telephone calls/messages for guests. Write your answers on the blanks provided below.

Written Test

3. Discuss guidelines for recording and making wakeup calls. Write your answers on the blanks provided below.

____

____

____

____

____

____

____

4. State steps in posting daily events on letterboards. Write your answers on the blanks provided beside each of the items below.

   a. **Step 1:** ______________________________________

   ____

   b. **Step 2:** ______________________________________

   ____

   c. **Step 3:** ______________________________________

   ____

   d. **Step 4:** ______________________________________

   ____

   e. **Step 5:** ______________________________________

   ____

Written Test

5. Discuss guidelines for providing in-house directions. Write your answers on the blanks provided below.

6. Arrange in order steps in assisting guest with luggage during checkin. Write the numbers (1 through 6) on the blanks before each of the items below.

______a. When luggage has been loaded, courteously ask guest to follow you.

______b. Use proper lifting techniques when handling luggage.

______c. Use proper greeting and ask guest to identify the luggage to be taken into the hotel.

______d. Evaluate guest luggage for size and weight.

______e. If using luggage cart, load heaviest luggage at the bottom of the cart with lighter objects on top.

______f. While escorting guest, inform guest of hotel services and specials.

7. Arrange in order steps in showing guest to guestroom. Write the numbers (1 through 8) on the blanks before each of the items below.

______a. Report any burned-out lights, malfunctioning equipment, or lack of supplies to housekeeping or engineering for immediate attention.

______b. Open guestroom door and leave door open.

______c. Ask guest whether he or she requires any further assistance.

______d. Turn on lights in main part of guestroom.

______e. Set luggage on luggage rack and hang bags.

______f. Show guest room's features such as operation of TV, telephone, temperature-control system, and safety notices.

______g. Turn on lights in bathroom and check supplies such as linens, soap, etc.

______h. Wish guest a pleasant stay and leave room, closing guestroom door.

Written Test

8. Discuss guidelines for assisting guest with luggage during checkout. Write your answers on the blanks provided below.

____
____
____
____
____
____
____
____
____
____
____
____
____
____

9. Discuss guidelines for making deliveries to guestrooms. Write your answers on the blanks provided below.

____
____
____
____
____
____
____

Permission to duplicate this test is granted.

Guest-Service Functions
Unit 2

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Record and Store Incoming Messages Rating _____

Comments: ____

____

____

Assignment Sheet 2—Record Wakeup Calls on Call Sheet Rating _____

Comments: ____

____

____

Assignment Sheet 3—Provide In-House Directions Rating _____

Comments: ____

____

____

Job-sheet ratings

Job Sheet 1—Post In-House Events Rating _____

Comments: ____

____

____

Unit Evaluation Form

Job Sheet 2—Load a Luggage Cart Rating ______

Comments: ____

____

____

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____

____

____

Teacher signature ______________________________ Date ____________

Student signature ______________________________ Date ____________

162

Permission to duplicate this form is granted.

Guest-Service Functions
Unit 2

Teacher Supplement 1—Instructions for Helping Students Complete Assignment Sheet 1

You will need to prepare the following equipment so that students will be able to complete Assignment Sheet 1:

- An information rack for the fictitious Marcum Hotel to include "guest" information on the guests mentioned in the scenarios below. The Marcum has 20 rooms with room numbers from 101 to 120. The information rack may be a computerized program or an actual information rack.
- A message rack for the 20-room Marcum Hotel. The message rack may be either a computerized program or an actual message rack.
- A telephone console and operating instructions.
- Four "guestroom" telephones.

You will also need to write a telephone script for each of the following scenarios to be delivered in the course of the assignment.

Scenario 1

Time: 8:30 a.m.
Date: July 23, 1998

Mr. David Jones calls the Marcum Hotel to inform his boss, Ms. Mary Kellum, that the flight of one of her committee members, Ms. Susan Johnson, has been delayed. The committee meeting was to begin at 10:00 a.m., but Ms. Johnson will not arrive until 3:00 p.m. Ms. Kellum is not in her room (Room 104) when the guest-service agent attempts to transfer the call.

Scenario 2

Time: 9:00 a.m.
Date: July 23, 1998

Ms. Carrie Parker calls the Marcum and asks to be given the room number of Mr. John Towers so that she can determine where to meet him for a 10:00 a.m. appointment. Mr. Towers is not in his room (Room 105) when the guest-service agent attempts to transfer the call.

Teacher Supplement 1

Scenario 3

Time: 9:10 a.m.
Date: July 23, 1998

Ms. Margaret Boustead calls the Marcum asking to speak to her husband, Mr. John Boustead, in Room 106. Ms. Boustead, who is very emotional, then asks the guest-service agent to give her husband an important message: His father has become very ill and has been taken to the Memorial Hospital in Hot Springs, Arkansas. Mr. Boustead is to contact her at their home immediately.

Scenario 4

Time: 9:15 a.m.
Date: July 23, 1998

Mr. Halsey Parks calls the Marcum asking to speak to Mr. Travis Thomas. Mr. Parks does not know Mr. Thomas' room number. Mr. Thomas is in his room when the guest-service agent rings Room 108.

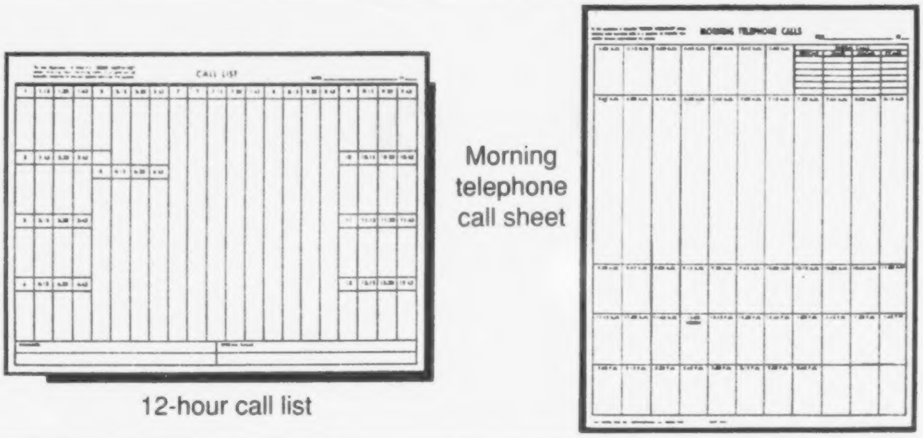
Guest-Service Functions
Unit 2

Information Sheet

1. **Terms and definitions associated with guest-service functions**

   - **Call sheet** (Figure 1)—Form used in recording wakeup-call information

Figure 1



12-hour call list

Morning telephone call sheet

CALL LIST
MORNING TELEPHONE CALLS

Used with permission of the American Hotel Register Co., Northbrook, Illinois.

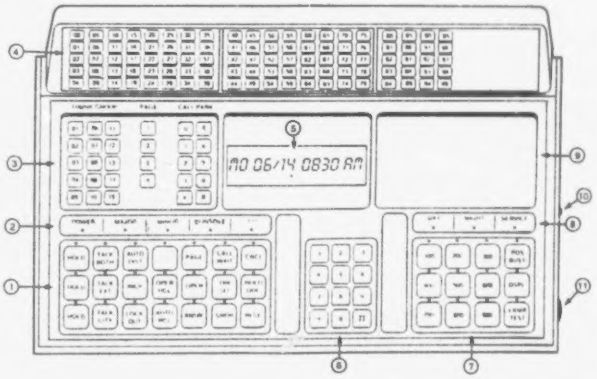
   - **Console** (Figure 2)—Hotel telephone system used to handle incoming and in-house telephone communications

Figure 2

Console identification

1 Attendant key functions
2 Power, alarms, and attendant error indicators
3 Truck group, page, call park*
4 Busy lamp field/direct station select*
5 Alphanumeric display (16 digits)
6 Keypad
7 Hundreds group with pos busy, dspl, and lamp test
8 Operation mode indicators
9 Blank panel
10 Operation mode switch (underside)
11 Volume control (underside)

*Optional



Used with permission of Ericsson Business Communications, Inc., Richardson, Texas.

Information Sheet

2. Guidelines for taking incoming telephone calls/messages for guests

Note: The telephone is the main method of communication between hotel guests and people outside the hotel. In large hotels, there will probably be a separate telephone (PBX) department to handle incoming telephone calls. But in smaller hotels, the guest-service agent at the front desk may also be responsible for handling telephone calls and taking messages. Whatever the arrangement, the handling of these calls and messages is very important. The person answering the telephone represents the hotel and his or her actions determine how the caller perceives the hotel and the professionalism of its staff.

- **Answer phone promptly.**

  Note: All phone calls should be answered within three rings. You must know your phone-system console (see Figure 2) well enough to be able to process calls efficiently.

- **Use proper greeting.**

  Note: Speak with confidence and use a professional greeting that identifies you and the hotel.

  Example: "Good morning. Sunset Hotel. This is Bob. May I help you?"

- **Acknowledge caller's request.**

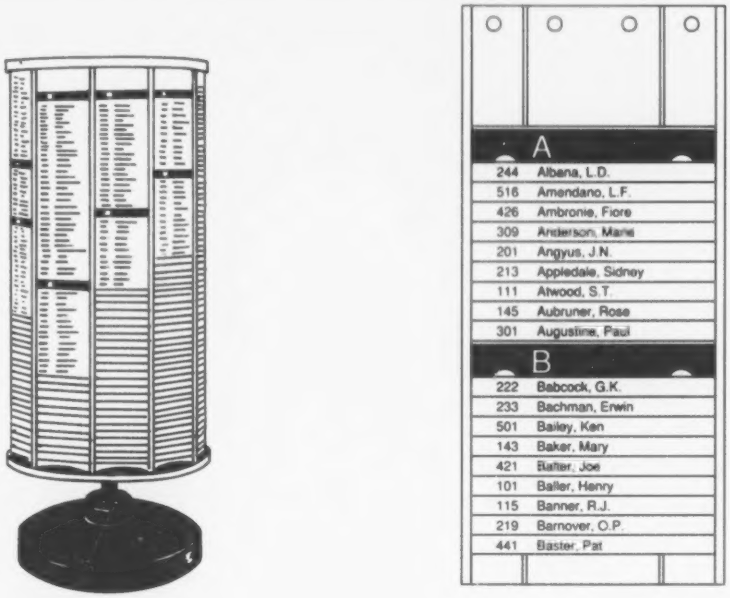
  Note: Let the caller know that you have heard his or her request.

- **Follow hotel procedure in determining guestroom number.**

  Note: Hotels will use either an information rack (where guests are listed alphabetically) or a computer program that provides the guestroom number. See Figure 3. For the security of the guest, never give a guestroom number to a caller.

Information Sheet

Figure 3: Common types of information racks


A
244 Albana, L.D.
516 Amendano, L.F.
426 Ambronie, Fiore
309 Anderson, Marie
201 Angyus, J.N.
213 Appledale, Sidney
111 Atwood, S.T.
145 Aubruner, Rose
301 Augustine, Paul
B
222 Babcock, G.K.
233 Bachman, Erwin
501 Bailey, Ken
143 Baker, Mary
421 Balter, Joe
101 Baller, Henry
115 Banner, R.J.
219 Barnover, O.P.
441 Baster, Pat

Rotary rack

Wall-mounted rack

- **Transfer call efficiently.**

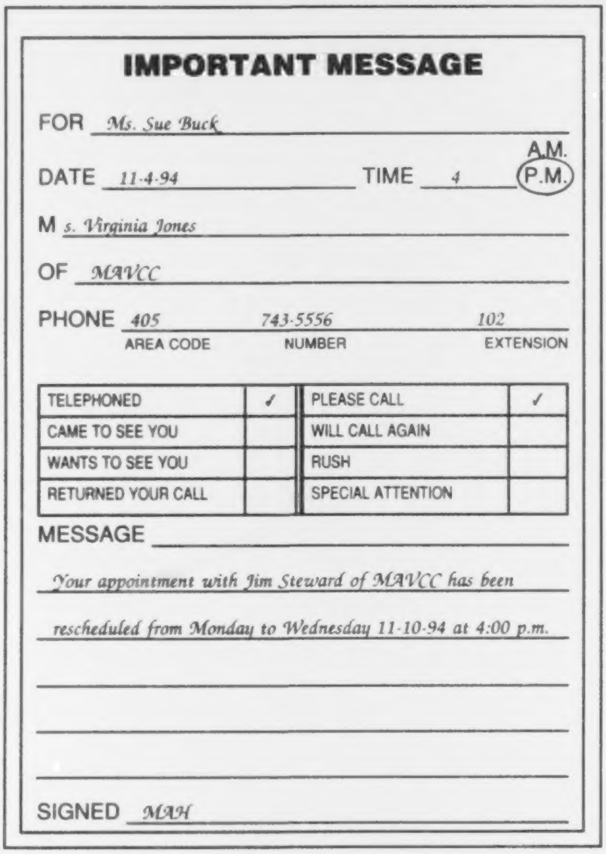
  Note: You must know your phone-system console well enough to be able to process calls efficiently without making mistakes or cutting the caller off.

- **Notify caller if guest is not in room or if line is busy, and offer to take message.**

  Note: When taking a phone message, always write down the name of the person to receive the message, the date, the time, the caller's name and company (if appropriate), the caller's phone number, and a brief, accurate message. Your hotel should have phone note pads similar to the one shown in Figure 4. Use these note pads to help you remember all the pertinent information and to lead the caller in providing that information. To make sure the message you take down is accurate, repeat the message back to the caller and ask him or her to confirm that the message you have taken is accurate.

Information Sheet

Figure 4: Message note pad



IMPORTANT MESSAGE

FOR *Ms. Sue Buck*

DATE *11-4-94* TIME *4* A.M. [✓ P.M.]

M*s. Virginia Jones*

OF *MAVCC*

PHONE *405* AREA CODE *743-5556* NUMBER *102* EXTENSION

TELEPHONED	✓	PLEASE CALL	✓
CAME TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL		SPECIAL ATTENTION	

MESSAGE

Your appointment with Jim Steward of MAVCC has been rescheduled from Monday to Wednesday 11-10-94 at 4:00 p.m.

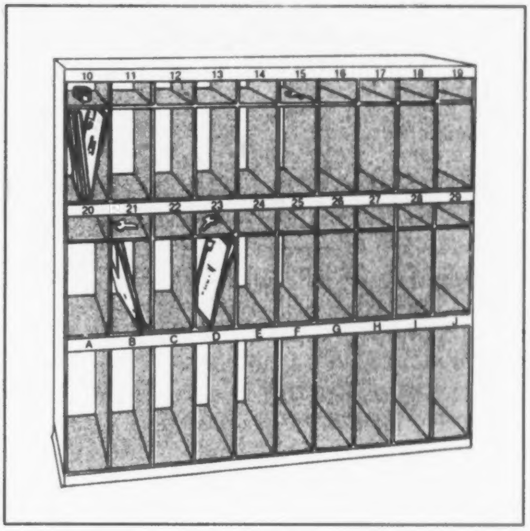
SIGNED *MAH*

- **Follow hotel procedure for notifying guest of message and for properly storing message.**

Note: Guests are usually notified of waiting messages by punching a button on the phone-system console that turns on a light on the telephone in the guestroom or activates a bell tone on the telephone in the guestroom. Messages may also be stored either in a computer program or on a message rack with boxes arranged according to room number. See Figure 5.

Information Sheet

Figure 5: Message rack



Used with permission of the American Hotel Register Co., Northbrook, Illinois.

- **Follow hotel procedure for delivering message to guest.**

  Note: In some hotels the guest-service agent will read a message to a guest over the telephone and in some hotels the written message will be delivered to the guestroom. See Objective 9 for guidelines for making deliveries to guestrooms.

- **Follow hotel procedure for canceling message on message-notification system.**

3. Guidelines for recording and making wakeup calls

Note: Some hotels no longer provide wakeup service. Guests use alarm clocks or clock radios or alarms on TVs provided in the guestroom. When a wakeup service is provided, the front-desk personnel or the PBX operators usually record, make, and document the wakeup calls required.

- **Answer phone promptly.**
- **Use proper greeting.**
- **Record wakeup request on call sheet.**

  Note: On the call sheet, you will document the guest's name and room number and the wakeup time requested. See Figure 1 and Student Supplement 4 for sample call sheets. The call-sheet record is an important document used as a backup for wakeup information should the hotel's primary wakeup device fail.

Information Sheet

- **Repeat request to guest to confirm wakeup information.**

- **Follow hotel procedure for making and documenting wakeup calls.**

  Note: Various devices are used for making and documenting wakeup calls. Some of the devices used are Remind-O-Timers, computer programs, telephone alarms, etc.

4. Steps in posting daily events on letterboards

Note: It will often be the duty of the guest-service agent to post daily events on letterboards in the lobby or near meeting rooms. The information the agent will post usually comes from the sales and marketing personnel in the form of a daily-events listing (see Student Supplement 5). Then the information is posted using one of many types of letterboards. See examples of various letterboards in Figure 6.

- **Step 1:** Obtain daily-events listing from sales and marketing personnel.

  Note: The listing from sales and marketing will contain the names, times, and locations of the various groups having activities in the hotel for the day.

- **Step 2:** Remove previous day's listing from letterboard.

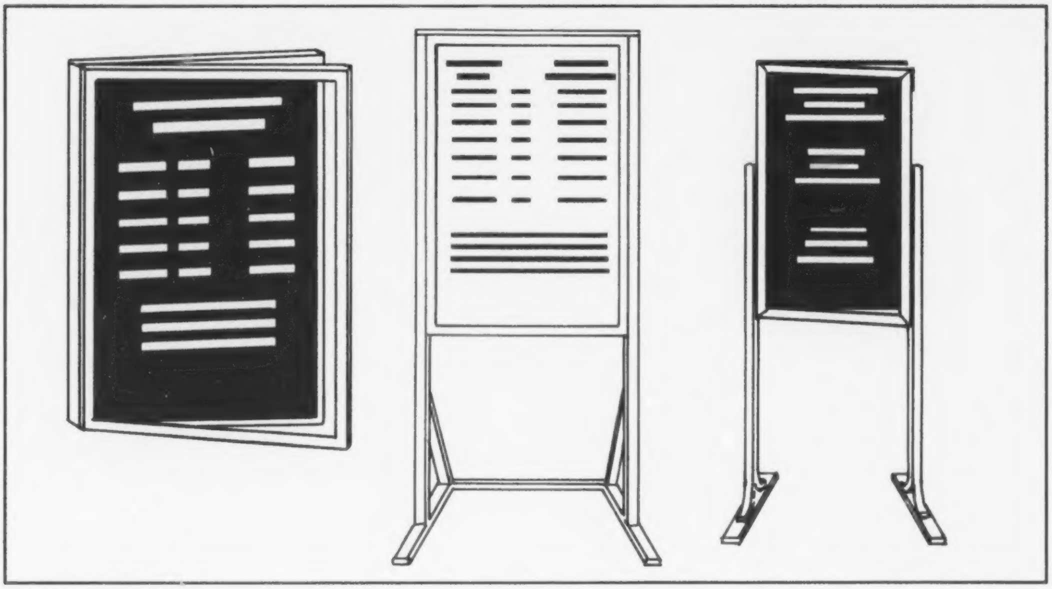
- **Step 3:** Prepare necessary letters for day's listing.

- **Step 4:** Post day's events on letterboard.

- **Step 5:** Doublecheck spellings, times, and locations against listing provided by sales and marketing.

Information Sheet

Figure 6: Common types of letterboards



5. Guidelines for providing in-house directions

Note: Often guests will ask a guest-service agent to provide directions to a particular event or location within the hotel. Guest-service agents can determine the location of a particular event by consulting the daily-events listing (see Student Supplement 5). In providing directions, the agent should point out directional signs outside meeting rooms and in halls (see Figure 7) and the events letterboard located in the lobby (see Figure 6). Also most mid-size to large hotels make available to agents maps showing a floor plan of the major public areas of the hotel (see Student Supplement 6). The guest-service agent should use these maps as visual aids in directing guests.

- **Be courteous; address guest with proper greeting.**

  Example: "Good morning. May I help you?"

- **Provide accurate information.**

- **Direct guest along safest path to destination.**

- **In giving directions, highlight noticeable locations guest will pass on path to destination.**

  Example: "Allow me to provide you with this floor plan of the hotel. To find the meeting room, go down this hallway and turn right after you pass the gift shop."

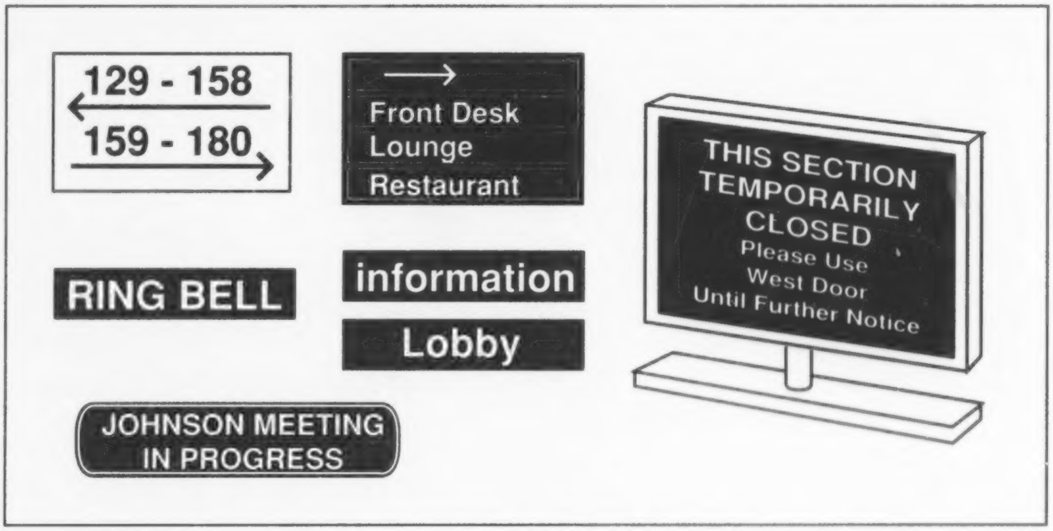
Information Sheet

- **Make sure guest has understood directions by having him or her repeat directions; provide additional information as necessary.**

- **Offer service of a bell attendant to escort guest to destination if necessary.**

  Example: An older person may need assistance in climbing a staircase leading to his or her destination.

Figure 7: Directional signs


129 - 158
159 - 180
Front Desk
Lounge
Restaurant
THIS SECTION TEMPORARILY CLOSED
Please Use West Door Until Further Notice
RING BELL
information
Lobby
JOHNSON MEETING IN PROGRESS

6. Steps in assisting guest with luggage during checkin

Note: The first hotel employees a guest may meet are the guest-service agents (door attendant and the bell attendant). The door attendant greets the guest and takes his or her luggage into the hotel and to the front desk. The bell attendant takes the guest and his or her luggage from the front desk to his or her assigned room.

- **Step 1:** Use proper greeting and ask guest to identify the luggage to be taken into the hotel.

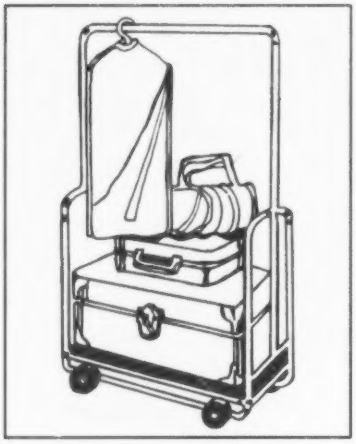
  Example: "Good morning. Allow me to assist you with your luggage. Would you please indicate which pieces of luggage you wish me to handle."

- **Step 2:** Evaluate guest luggage for size and weight.

  Note: Decide whether or not you will be able to handle a guest's luggage alone or alone with the aid of a luggage cart (see Figure 8), or whether you will need assistance from another person in handling the luggage.

Information Sheet

Figure 8: Luggage cart



- **Step 3:** Use proper lifting techniques when handling luggage.

  Note: Review the proper lifting techniques presented in *Introduction to Hospitality and Tourism*.

- **Step 4:** If using a luggage cart, load heaviest luggage at the bottom of the cart with lighter objects on top (see Figure 8).

  Note: Be careful not to drop luggage or bump it against furniture or walls when moving it from one place to another.

- **Step 5:** When luggage has been loaded, courteously ask guest to follow you.

- **Step 6:** While escorting guest, inform guest of hotel services and specials.

  Example: "I am sure you will enjoy your stay in the hotel. We have a great show in the lounge tonight, and the restaurant has a great London broil steak. Allow me to give you a coupon for a complimentary drink with your dinner."

7. Steps in showing guest to guestroom

- **Step 1:** Open guestroom door and leave door open.

- **Step 2:** Turn on lights in main part of guestroom.

- **Step 3:** Set luggage on luggage rack and hang bags.

Information Sheet

- **Step 4:** Show guest room's features such as operation of TV, telephone, temperature-control system, and safety notices (such as the evacuation plans usually located on the guestroom door).
- **Step 5:** Turn on lights in bathroom and check supplies such as linens, soap, etc.
- **Step 6:** Ask guest whether he or she requires any further assistance.
- **Step 7:** Wish guest a pleasant stay and leave room, closing guestroom door.

  Note: Wish the guest a pleasant stay and be courteous even if no tip is offered. Close door firmly, but do not slam the door.
- **Step 8:** Report any burned-out lights, malfunctioning equipment, or lack of supplies to housekeeping or engineering for immediate attention.

8. Guidelines for assisting guest with luggage during checkout

Note: Bell attendants are called upon to assist guests by carrying their luggage to the lobby when they are ready to check out and to their transportation when the checking-out process is complete. When assisting with checkout, the bell attendant should use the following guidelines.

- **Confirm checkout time with guest by repeating request back to guest.**
- **Arrive at guestroom door promptly at established time.**
- **Use proper greeting and ask guest for permission to handle luggage.**

  Example: "Good morning. Allow me to assist you with your luggage. Which pieces of luggage do you wish me to handle."
- **Evaluate guest luggage for size and weight.**

  Note: Decide whether or not you will be able to handle a guest's luggage alone or alone with the aid of a luggage cart, or whether you will need assistance from another person in handling the luggage.
- **Use proper lifting techniques when handling luggage.**
- **If using a luggage cart, load heaviest luggage at the bottom of the cart with lighter objects placed on top.**

  Note: Be careful not to drop luggage or bump it against furniture or walls when moving it from one place to another.

Information Sheet

- **Doublecheck guestroom to make sure guest has not forgotten any items.**

  Note: Check room closet, shelves, drawers, tabletops, bathroom, and behind doors for any objects that might have been left behind.

- **When luggage has been loaded and the room checked, courteously ask guest to follow you to the lobby.**

- **Turn off lights and close guestroom door.**

- **Assist guest in loading luggage into transportation and use proper parting phrase.**

  Note: Thank the guest for using the hotel and invite him or her to come back. Be courteous even if no tip is offered.

9. Guidelines for making deliveries to guestrooms

Note: Often bell attendants are asked to make deliveries to guestrooms. They deliver messages and packages, run errands for guests, and may deliver food and beverages or laundry to guests. Usually the attendant will receive this type of request for service from the front-desk personnel.

- **Confirm delivery information** (type of delivery, time of delivery, guestroom number, etc.) **with front-desk personnel by repeating information back to front-desk person.**

- **Be prompt in performing the type of delivery requested.**

- **When you arrive at guestroom door, knock and announce yourself.**

- **Do not enter guestroom before receiving permission from the guest to enter.**

- **Place delivery in appropriate place in guestroom.**

- **Ask whether guest requires any further assistance.**

- **Exit guestroom using a proper parting phrase and close guestroom door.**

  Note: Thank the guest for using the hotel services and invite him or her to do so again. Be courteous even if no tip is offered.

Guest-Service Functions
Unit 2

Student Supplement 1—Message Note Forms

IMPORTANT MESSAGE

FOR ______________________________

A.M.

DATE ______________ TIME ______ P.M.

M ________________________________

OF _______________________________

PHONE ____________________________

AREA CODE NUMBER EXTENSION

TELEPHONED	☐	PLEASE CALL	☐
CAME TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	RUSH	☐
RETURNED YOUR CALL	☐	SPECIAL ATTENTION	☐

MESSAGE __________________________

SIGNED ___________________________

Message 1

IMPORTANT MESSAGE

FOR ______________________________

A.M.

DATE ______________ TIME ______ P.M.

M ________________________________

OF _______________________________

PHONE ____________________________

AREA CODE NUMBER EXTENSION

TELEPHONED	☐	PLEASE CALL	☐
CAME TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	RUSH	☐
RETURNED YOUR CALL	☐	SPECIAL ATTENTION	☐

MESSAGE __________________________

SIGNED ___________________________

Message 2

IMPORTANT MESSAGE

FOR ______________________________

A.M.

DATE ______________ TIME ______ P.M.

M ________________________________

OF _______________________________

PHONE ____________________________

AREA CODE NUMBER EXTENSION

TELEPHONED	☐	PLEASE CALL	☐
CAME TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	RUSH	☐
RETURNED YOUR CALL	☐	SPECIAL ATTENTION	☐

MESSAGE __________________________

SIGNED ___________________________

Message 3

IMPORTANT MESSAGE

FOR ______________________________

A.M.

DATE ______________ TIME ______ P.M.

M ________________________________

OF _______________________________

PHONE ____________________________

AREA CODE NUMBER EXTENSION

TELEPHONED	☐	PLEASE CALL	☐
CAME TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	RUSH	☐
RETURNED YOUR CALL	☐	SPECIAL ATTENTION	☐

MESSAGE __________________________

SIGNED ___________________________

Message 4

Guest-Service Functions
Unit 2

Student Supplement 2—Evaluation Criteria for Assignment Sheet 1

Call number	Evaluation criteria	Rating
Incoming call 1	• Answered phone promptly.	______
	• Used proper greeting.	______
	• Acknowledged caller's request.	______
	• Determined correct guestroom number.	______
	• Transferred call efficiently.	______
	• Notified caller if guest was not in room or if line was busy, and offered to take message.	______
	• Took accurate message.	______
	• Properly stored message.	______
Incoming call 2	• Answered phone promptly.	______
	• Used proper greeting.	______
	• Acknowledged caller's request.	______
	• Determined correct guestroom number.	______
	• Transferred call efficiently.	______
	• Notified caller if guest was not in room or if line was busy, and offered to take message.	______
	• Took accurate message.	______
	• Properly stored message.	______

Student Supplement 2

Evaluation criteria (cont.)

Call number	Evaluation criteria	Rating
Incoming call 3	• Answered phone promptly.	______
	• Used proper greeting.	______
	• Acknowledged caller's request.	______
	• Determined correct guestroom number.	______
	• Transferred call efficiently.	______
	• Notified caller if guest was not in room or if line was busy, and offered to take message.	______
	• Took accurate message.	______
	• Properly stored message.	______
Incoming call 4	• Answered phone promptly.	______
	• Used proper greeting.	______
	• Acknowledged caller's request.	______
	• Determined correct guestroom number.	______
	• Transferred call efficiently.	______
	• Notified caller if guest was not in room or if line was busy, and offered to take message.	______
	• Took accurate message.	______
	• Properly stored message.	______

Evaluator's comments ____

____

____

Guest-Service Functions
Unit 2

Student Supplement 3—Steps in Filling Out a Call Sheet

In Assignment Sheet 2, you will be asked to record wakeup-call information on a sample call sheet (see Student Supplement 4). You should use the following steps in filling out the call sheet correctly.

Step 1: Write the date of the day the wakeup sheet is prepared for in the "date" blank. See Step 1 in the figure on the next page. For example, if you are filling out the call sheet on July 22, 1998, to provide wakeup service for the next day, July 23, you write "July 23, 1998" in the date blank.

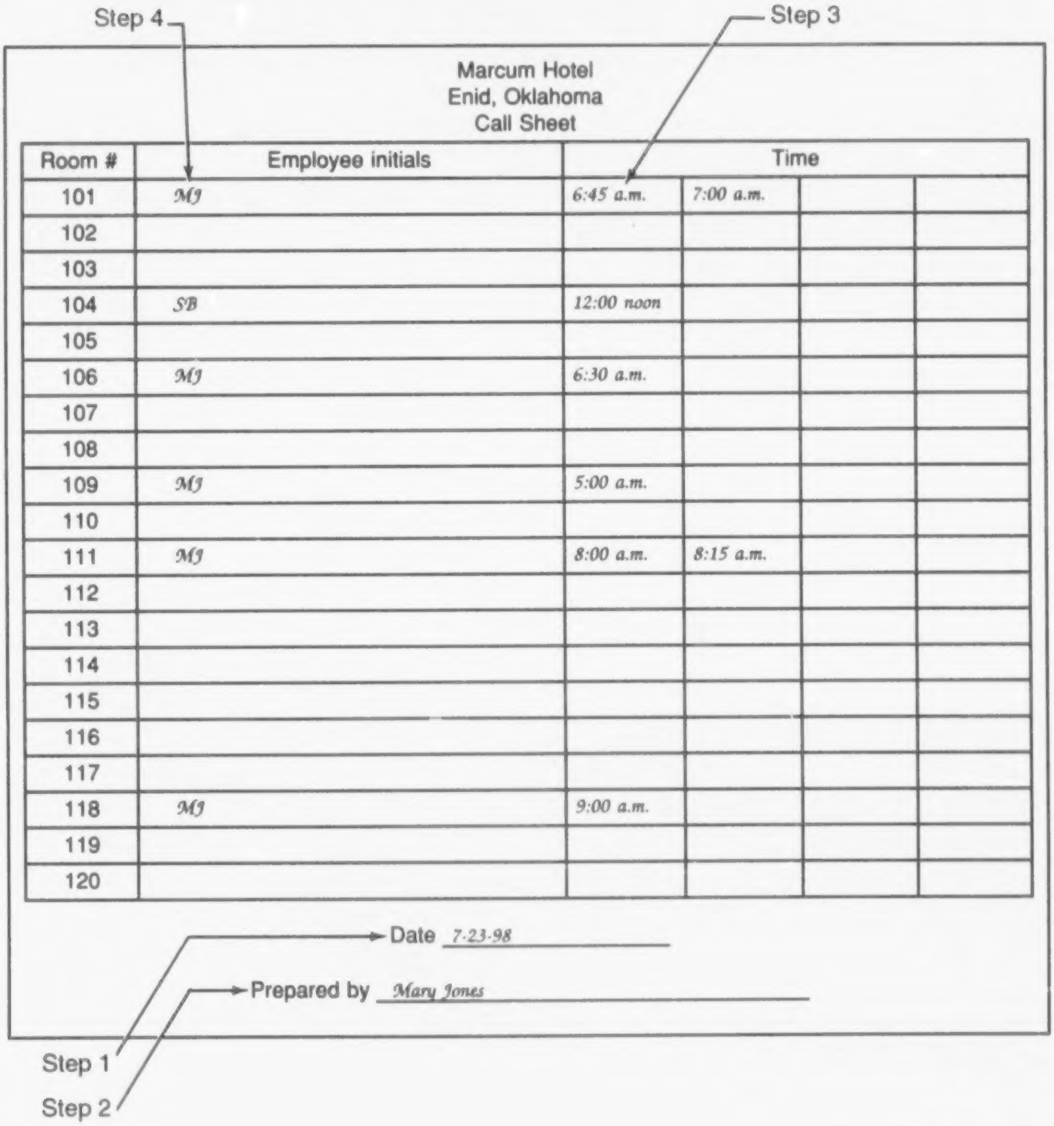
Step 2: The name of the person preparing the call sheet is written in the "prepared by" blank. See Step 2 in the figure on the next page.

Step 3: Upon receiving a guest request for a wakeup call, write the time in the appropriate time-section column across from the guestroom number. See Step 3 in the figure on the next page. Notice that there are several columns in the time section because some guests request that you call them more than once to make sure they wake up.

Step 4: After the wakeup call is made, the employee making the call documents that the call was made by signing his or her initials in the "employee initials" section of the sheet. See Step 4 in the figure on the next page.

Step 5: When all the wakeup calls have been made, store the call sheet in the hotel files.

Student Supplement 3


Step 4
Step 3
Step 1
Step 2

Marcum Hotel
Enid, Oklahoma
Call Sheet

Room #	Employee initials	Time			
101	*MJ*	*6:45 a.m.*	*7:00 a.m.*		
102					
103					
104	*SB*	*12:00 noon*			
105					
106	*MJ*	*6:30 a.m.*			
107					
108					
109	*MJ*	*5:00 a.m.*			
110					
111	*MJ*	*8:00 a.m.*	*8:15 a.m.*		
112					
113					
114					
115					
116					
117					
118	*MJ*	*9:00 a.m.*			
119					
120					

Date *7-23-98*

Prepared by *Mary Jones*

Guest-Service Functions
Unit 2

Student Supplement 4—Call Sheet

Marcum Hotel
Enid, Oklahoma
Call Sheet

Room #	Employee initials	Time			
101					
102					
103					
104					
105					
106					
107					
108					
109					
110					
111					
112					
113					
114					
115					
116					
117					
118					
119					
120					

Date ______________

Prepared by ____________________________________

Guest-Service Functions
Unit 2

Student Supplement 5—Daily-Events Listing

UNIVERSITY HOTEL

DAILY SCHEDULE

FRIDAY, OCTOBER 11, 1998

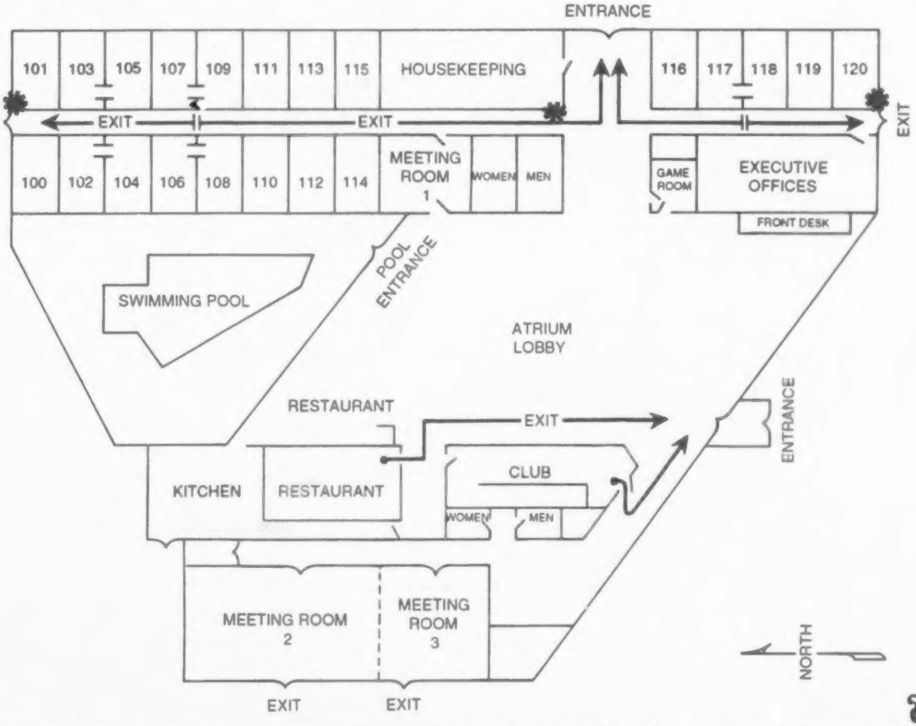
Conferences		
Municipal Clerks		
Registration	Theater Lobby	8:00 a.m.
Registration	Outside 412 Case Study 2	10:00 a.m.
Meeting	203 Theater	8:00 a.m.
Meeting	408-412 Case Study 1-2	8:00 a.m.
Refreshments	413-417 Exhibits 1-3	8:00 a.m.
Meetings		
Latin American Exhibits	300 Alumni Centennial Lounge	8:00 a.m.
Board of Regents	215 Oklahoma Room	8:30 a.m.
College of Engineering		
Registration	100 Meeting Room	8:00 a.m.
Meeting	106 Meeting Room	8:30 a.m.
Meeting	109 Meeting Room	10:00 a.m.
Meeting	108 Meeting Room	10:00 a.m.
Low-Impact Aerobics	045 Meeting Room	12:00 p.m.
Narcotics Anonymous	200 Conference Room	5:30 p.m.
High School & College Relations	224 Meeting Room	8:30 p.m.
Management Staff	250 Council Room	8:30 p.m.
Minority Program Services	300 Board Room	3:00 p.m.
Politics in Education	250 Council Room	7:00 p.m.
Clinical Psychology	200 Conference Room	3:30 p.m.
Oklahoma Campaigners	115 Redbud Room	6:30 p.m.

Guest-Service Functions
Unit 2

Student Supplement 6—Hotel Floor Plan

PROPERTY MAP

Marcum Hotel
600 East Walnut
Enid, Oklahoma


ENTRANCE
101
103
105
107
109
111
113
115
HOUSEKEEPING
116
117
118
119
120
EXIT
EXIT
EXIT
100
102
104
106
108
110
112
114
MEETING ROOM 1
WOMEN
MEN
GAME ROOM
EXECUTIVE OFFICES
FRONT DESK
POOL ENTRANCE
SWIMMING POOL
ATRIUM LOBBY
RESTAURANT
EXIT
ENTRANCE
KITCHEN
RESTAURANT
CLUB
WOMEN
MEN
MEETING ROOM 2
MEETING ROOM 3
NORTH
EXIT
EXIT

Guest-Service Functions
Unit 2

Assignment Sheet 1—Record and Store Incoming Messages

Name ______________________________ Overall rating ____________

Evaluation criteria	Rating
• Directions have been followed.	______
• Student has followed evaluation-sheet criteria in handling call.	______
• Student has followed evaluation-sheet criteria for taking accurate message.	______
• Student has followed evaluation-sheet criteria for properly storing message.	______

Introduction

Your being able to handle incoming messages properly is very important for two reasons: (1) When you answer the telephone as a representative of the hotel, your actions reflect directly on how the caller perceives the professionalism of the hotel. (2) When you store and deliver a message for a hotel guest, your actions reflect directly on how the guest perceives the professionalism of the hotel's service. Therefore, professionalism and accuracy in this process are musts. Your goal in this assignment sheet is to practice the message-taking and storing skills presented as guidelines in Objective 2 of the information sheet.

Exercise

Directions

To complete this assignment, your instructor will provide you with a hotel telephone-system console and instructions for its use, a computerized information and message program or an information rack, and a message rack for the Marcum Hotel, a fictitious, 20-room hotel in Enid, Oklahoma. You will need to locate Student Supplement 1, "Message Note Forms," and Student Supplement 2, "Evaluation Criteria for Assignment Sheet 1." Read the evaluation criteria for the assignment, and discuss these criteria with your instructor.

When you are ready, your instructor will roleplay a series of four scenarios representative of the types of telephone messages you will receive for hotel guests. You will roleplay the guest-service agent representing the Marcum Hotel and record the messages on the forms in Student Supplement 1.

Assignment Sheet 1

You will use the information rack provided by your instructor to identify the guestroom number, and the message rack to properly store the messages you recorded.

Your instructor will record your evaluation on Student Supplement 2.

Guest-Service Functions
Unit 2

Assignment Sheet 2—Record Wakeup Calls on Call Sheet

Name ______________________ Overall rating ____________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Student has correctly recorded wakeup-call information.	______

Introduction

In Objective 3 of the information sheet, you learned the guidelines for recording and making wakeup calls. Your goal in this assignment sheet is to practice recording wakeup-call information on a call sheet.

Exercise

Directions

Locate Student Supplement 3, "Steps in Filling Out a Call Sheet," and Student Supplement 4, "Call Sheet." Read the information presented in Student Supplement 3 and discuss these steps with your instructor. Then fill out the call sheet on Student Supplement 4 with the information provided in the scenario below.

Scenario

You are the guest-service agent responsible for recording wakeup-call information for your small hotel, the Marcum Hotel in Enid, Oklahoma. During the day of July 23, 1998, you received the following wakeup requests for the guests in the following rooms. You will also be the employee making the wakeup calls on July 24, 1998.

Room number	Time
102	7:00 a.m. and 7:15 a.m.
103	6:30 a.m.
105	5:45 a.m.
112	12:00 a.m.
113	3:45 p.m.
118	9:30 a.m.
120	2:30 a.m.
106	11:00 a.m.
109	1:00 p.m.
110	4:30 p.m.

Guest-Service Functions
Unit 2

Assignment Sheet 3—Provide In-House Directions

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Student scripts are clear and accurate.	______
• Visual aids (floor plans) are drawn clearly and accurately.	______

Introduction

In Objective 5 of the information sheet, you studied the guidelines for providing in-house directions. Your goal in this assignment is to practice giving directions to meet specific situations.

Exercise

Directions

Locate Student Supplement 6, "Hotel Floor Plan," which shows the floor plan of the Marcum Hotel. Make several (at least four) copies of the floor plan. Then read each of the scenarios below. On the blanks below each scenario, write a verbal "script" of the directions you would give to direct the guest in the scenario to the requested destination. Also mark one copy of the floor plan to provide the guest in each scenario with a visual aid to help him or her reach the destination.

Scenarios

1. You are delivering a hotel information pack to the guest in Room 120 and the guest asks you to give her directions to the swimming pool.

   Directions to pool ______________________________

   ____

   ____

   ____

   ____

   ____

Assignment Sheet 3

2. You are the guest-service agent working in the executive offices and a salesperson asks you to direct him to the kitchen so that he can contact the kitchen manager and make a product presentation.

   Directions to kitchen ______________________________

   ____

   ____

   ____

   ____

   ____

3. You are the guest-service agent working at the front desk and a woman asks you to direct her to a meeting being held in Meeting Room 2.

   Directions to meeting room _________________________

   ____

   ____

   ____

   ____

   ____

4. You are working at the front desk and a guest who is checking in to Room 108 asks you to point out the evacuation route she should follow in case of fire in the hotel.

   Directions for evacuation ___________________________

   ____

   ____

   ____

   ____

   ____

Guest-Service Functions
Unit 2

Job Sheet 1—Post In-House Events

Name ______________________________ Date ______________

Attempt number ____________ Overall rating ________

Evaluation criteria	Rating
• Student followed teacher-demonstrated procedure in posting events.	____
• Event listings are correctly spelled.	____
• Event times are correct.	____
• Event locations are correct.	____

Introduction

As you learned in Objective 4 of the information sheet, one of the duties you may have as a guest-service agent is posting the day's events on a letterboard. Daily-events listings may be complex and the guest-service agent is responsible for making certain that the times, locations, and spellings for the various events he or she posts are accurate. Practice the accurate posting of a daily-events listing by completing this job sheet.

Equipment and Materials

- Student Supplement 5, "Daily-Events Listing"
- Letterboard and letters

Procedure

Your instructor will demonstrate the methods used in posting letters on the type of letterboard used in your classroom. Follow your instructor's directions in completing the posting of the events listed in Student Supplement 5. Your daily-events listing posted on the letterboard will be evaluated using the criteria shown above.

Evaluator's comments ______________________________

Guest-Service Functions
Unit 2

Job Sheet 2—Load a Luggage Cart

Name ______________________________ Date ______________

Attempt number ______________ Overall rating __________

Evaluation criteria	Rating
• Student followed teacher-demonstrated procedure for loading cart.	______
• Heavy items are loaded on bottom with lighter items on top.	______
• Luggage was not dropped or bumped during loading procedure.	______

Introduction

As you learned in Objectives 6, 7, and 8 of the information sheet, one of the duties of a guest-service agent is to load luggage unto a luggage cart. And, in Objective 6, you learned that a luggage cart should be loaded with the heaviest luggage at the bottom of the cart and lighter objects on top. In this job sheet you will practice loading a luggage cart.

Equipment and Materials

- Luggage cart
- Items of luggage provided by your instructor

Procedure

Your instructor will demonstrate the use of the particular luggage cart used in your classroom. Follow your instructor's directions in completing this procedure. Your ability to load the luggage cart properly will be evaluated using the criteria shown above.

Evaluator's comments ______________________________

Reservations
Unit 3

Objective Sheet

Unit objective

After completing this unit, the student should be able to complete the processes required in handling guest reservations. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Describe the stages in a hotel's guest cycle.
2. Describe types of reservations.
3. Match types of guaranteed reservations to their correct definitions.
4. Define types of hotel recordkeeping systems.
5. List types of recordkeeping forms used in handling guest reservations.
6. List guest-service processes required in handling guest reservations.
7. Arrange in order the steps in manually booking a reservation.
8. State the steps in manually confirming a reservation.
9. Arrange in order the steps in manually processing advance payments/deposits.
10. State the steps in manually canceling a reservation.
11. State the steps in handling block reservations.
12. Use a manual system to book reservations. (Assignment Sheet 1)
13. Use a manual system to confirm reservations. (Assignment Sheet 2)
14. Use a manual system to process advance payment/deposit. (Assignment Sheet 3)
15. Use a manual system to cancel reservations. (Assignment Sheet 4)
16. Use a computerized system to handle reservation processes. (Assignment Sheet 5)

Reservations
Unit 3

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below and plan classroom activities. Also note suggestions for supplemental materials.

  Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

- Make transparencies from the transparency masters included in this unit.

- Obtain materials to supplement instruction of this unit.

  Review the exercise in Assignment Sheet 5 and prepare teaching materials you will use in helping students in completing the assignment. Read the instructions to the assignment sheet and the scenarios in Assignment Sheets 1 through 4, and then decide how to best teach the reservation programs found on the computerized system used in your classroom.

- Select teacher components (written test and student evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.

- Prepare classroom. Put up posters and charts and display articles and other references related to the objectives of this unit.

  Display samples of the various formats for the printed materials that will be used during the study of this unit: reservation forms, reservation records, confirmation notices, and guest folios.

  Display printed materials that illustrate the various screens seen on computerized reservation systems.

Suggested Activities

Display samples of information sheets marketing departments usually provide for block reservations.

Delivery and application

The skill areas appearing in bold-face type in the teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

Unit introduction

- Provide students with objective sheet. Discuss unit and specific objectives.

- Emphasize the importance of processing reservations efficiently: Hotels are in the business of selling rooms. Efficient reservation processing keeps a hotel in business; inefficient reservation processing negatively affects the hotel's business. **(Listening for content; adapting to the organization's values.)**

Objective 1 Describe the stages in a hotel's guest cycle.

- Read with students and discuss the terms and descriptions presented in this section of the information sheet. Students should be able to distinguish between the terms *reservation*, *pre-registration*, and *registration*, as the reservation process will be discussed in this unit and the registration process will be discussed in the following unit. Use the artwork in the information sheet and Transparency 1 to illustrate your discussion. **(Listening for content; applying technical terms.)**

Objective 2 Describe types of reservations; **Objective 3** Match types of guaranteed reservations to their correct definitions.

- Treat Objectives 2 and 3 as a unit to explain to students the differences in the types of reservations typically accepted in hotels during the reservation process. Explain that guest-service agents must understand these differences because the recordkeeping required during the reservation process differs slightly according to the type of reservation made. **(Listening for content; applying technical terms; adapting to the organization's traditional modes of operation.)**

Suggested Activities

Objectives 4 through 6

- Treat Objectives 4, 5, and 6 as a unit in discussing manual and computerized recordkeeping systems and the typical types of "forms" used to book reservations, confirm reservations, process advance payments/deposits, and cancel reservations in both types of systems. Illustrate the similarities of processes in the two systems by comparing the information required on the forms in the student supplements presented in this unit to the information required on the "screens" on the computer program used in your classroom. Further explain that in the assignments in this unit, students will complete exercises using a manual recordkeeping system, but that skills learned in using a manual system are transferable to a computerized system. **(Listening for content; applying technical terms; adapting to the organization's traditional modes of operation.)**

Objective 7 Arrange in order the steps in manually booking a reservation.

- Read with students the steps in manually booking a reservation, which are presented in Objective 7 of the information sheet. Then demonstrate the booking process. Use the forms in Transparencies 2 and 3 to illustrate the process.

  Handout Student Supplements 1, 2, and 3 and Assignment Sheet 1, "Use a Manual System to Book Reservations." Discuss with students the information presented in the student supplements and read with students the introduction and directions to the exercise in the assignment sheet. Answer any student questions and have students complete Assignment Sheet 1. **(Listening for direction; applying technical terms; adapting to the organization's traditional modes of operation.)**

Objective 8 State the steps in manually confirming a reservation.

- Read with students the steps in manually confirming a reservation, which are presented in Objective 8 of the information sheet. Then demonstrate the confirmation process. Use the forms in Transparencies 3 and 4 to illustrate the process.

Suggested Activities

Hand out Student Supplements 4 and 5 and Assignment Sheet 2, "Use a Manual System to Confirm Reservations." Discuss with students the information presented in the student supplements and read with students the introduction and directions to the exercise in the assignment sheet. Answer any student questions and have students complete Assignment Sheet 2. **(Listening for direction; applying technical terms; adapting to the organization's traditional modes of operation.)**

Objective 9 Arrange in order the steps in manually processing advance payments/deposits.

- Read with students the steps in manually processing advance payments/deposits, which are presented in Objective 9 of the information sheet. Then demonstrate the process. Use the forms in Transparencies 3 and 5 to illustrate the process.

  Hand out Student Supplements 6 and 7 and Assignment Sheet 3, "Use a Manual System to Process Advance Payment/Deposit." Discuss with students the information presented in the student supplements and read with students the introduction and directions to the exercise in the assignment sheet. Answer any student questions and have students complete Assignment Sheet 3. **(Listening for direction; applying technical terms; adapting to the organization's traditional modes of operation.)**

Objective 10 State the steps in manually canceling a reservation.

- Read with students the steps in manually canceling a reservation, which are presented in Objective 10 of the information sheet. Then demonstrate the cancellation process. Use the forms in Transparencies 2 and 3 to illustrate the process.

  Hand out Assignment Sheet 4, "Use a Manual System to Cancel Reservations." Discuss with students the introduction and directions to the exercise in the assignment sheet. Answer any student questions and have students complete Assignment Sheet 4. **(Listening for direction; applying technical terms; adapting to the organization's traditional modes of operation.)**

Suggested Activities

Assignment Sheet 5

- Hand out Assignment Sheet 5, "Use a Computerized System to Handle Reservation Processes," and read and discuss with students the introduction to the assignment.

  Provide students with copies of the literature that accompanies the computer program you use in the classroom to handle reservation processes: booking reservations, confirming reservations, processing advance payments/deposits, and canceling reservations.

  Demonstrate to students the computer program used in your classroom to book reservations while they follow the booking process in the computer literature. Answer any student questions and have students complete Part A of Assignment Sheet 5. **(Adapting to the organization's traditional modes of operation.)**

  Demonstrate to students the computer program used in your classroom to confirm reservations while they follow the confirmation process in the computer literature. Answer any student questions and have students complete Part B of Assignment Sheet 5. **(Adapting to the organization's traditional modes of operation.)**

  Demonstrate to students the computer program used in your classroom to process advance payments/deposits while they follow the process in the computer literature. Answer any student questions and have students complete Part C of Assignment Sheet 5. **(Adapting to the organization's traditional modes of operation.)**

  Demonstrate to students the computer program in your classroom to cancel reservations while they follow the cancellation process in the computer literature. Answer any student questions and have students complete Part D of Assignment Sheet 5. **(Adapting to the organization's traditional modes of operation.)**

Objective 11 State the steps in handling block reservations.

- Read with students the information presented in the information sheet, and then further explain to students that processing reservation records, reservation forms, and folios for the guests in a block reservation is the same as for

Suggested Activities

individual reservations except that the information required for this process comes from sales and marketing, or a reservations supervisor. Show students examples of the information usually provided by these sources. **(Adapting to the organization's traditional modes of operation.)**

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet as well as the component Answers to Assignment Sheets.
- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test and assignment-sheet scores on Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- Gray, William S., and Salvatore C. Liguori. *Hotel and Motel Management and Operations.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.
- Kasavana, Michael L., and Richard M. Brooks. *Managing Front Office Operations*, 3rd ed. East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1991.
- Steadmon, Charles E. *Managing Front Office Operations.* East Lansing, Michigan: Educational Insititute of the American Hotel and Motel Association, 1985.

Reservations
Unit 3

Answers to Assignment Sheets

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

Reservation forms for items 1 through 4

Item 1

MARCUM HOTEL
ROOM RESERVATION

Name *Jack Jones* Arrival Date *7/10/98*

Address *111 Lake Street* Time *4* a.m. [✓ p.m.]

City *Kansas City* State *MO* ZIP *98765* Depart *7/12/98*

Phone (*999*) *222-3333* Tax Exempt No. ______

Queen ✓ Dbl Queen ______ Suite ______ No. People *2*

Dbl Tw ______

GTD ______ Exp ______ Rate *$45.00*

Firm/Group ______ Dep $ ______

Address ______ Acct # ______

Made by ______ Date *7/1/98*

Desk Clerk *(Student's initials)* Conf Req ______

Phone ✓ Letter ______ Wire ______ Verbal ______

Answers to Assignment Sheets

Assignment Sheet 1 (cont.)

Item 2

MARCUM HOTEL
ROOM RESERVATION

Name *Tom Frena* Arrival Date *12/28/98*
Address *1500 W. 7th Street* Time *GTD* a.m. p.m.
City *Morton* State *AR* ZIP *40604* Depart *12/29/98*
Phone (*999*) *222-4444* Tax Exempt No. ____
Queen ____ Dbl Queen ____ Suite ____ No. People *1*
Dbl Tw ✓
GTD *#123456789122 Credit Card/Bus. Masters* Exp *9/99* Rate *$40.00*
Firm/Group *Mid-America Roofing Company* Dep $ ____
Address *231 1st. Blvd., Morton, AR 40604* Acct # ____
Made by ____ Date *7/1/98*
Desk Clerk *(Student's initials)* Conf Req ____
Phone ✓ Letter ____ Wire ____ Verbal ____

Item 3

MARCUM HOTEL
ROOM RESERVATION

Name *Ms. Mary Stevens* Arrival Date *11/23/98*
Address *2424 Valley Road* Time *GTD* a.m. p.m.
City *Lindsay* State *SD* ZIP *80934* Depart *11/25/98*
Phone (*777*) *888-2211* Tax Exempt No. ____
Queen ____ Dbl Queen ____ Suite ✓ No. People *1*
Dbl Tw ____
GTD *Direct billing* Exp ____ Rate *$150.00*
Firm/Group *Hill Top Travel Agency* Dep $ ____
Address *1456 Mt. View Dr., Lindsay, SD 80934* Acct # ____
Made by *Joanne Phillips* Date *7/1/98*
Desk Clerk *(Student's initial)* Conf Req ____
Phone ____ Letter ✓ Wire ____ Verbal ____

Answers to Assignment Sheets

Assignment Sheet 1 (cont.)

Item 4

MARCUM HOTEL
ROOM RESERVATION

Name *John May* Arrival Date *11/23/98*

Address *1234 Main Street* Time *GTD* a.m. p.m.

City *Parker* State *NM* ZIP *99999* Depart *11/24/98*

Phone (*165*) *321-0001* Tax Exempt No.

Queen Dbl Queen ✓ Suite No. People *2*

Dbl Tw

GTD *Advance payment will be mailed* Exp Rate *$50.00*

Firm/Group Dep $

Address Acct #

Made by Date *7/1/98*

Desk Clerk *(Student's initials)* Conf Req

Phone ✓ Letter Wire Verbal

Reservation logs for items 1 through 4 are presented on the following pages.

Answers to Assignment Sheets

Assignment Sheet 1 (cont.)
Item 1

MARCUM HOTEL
RESERVATIONS LOG

DAY ________ DATE *7/10/98*

	RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
Suites	20	*James, Martha*	*1*	*1*	✓		*0*
	19						
	18						
	17						
	16						
Dbl queens	15	*Acme Tool, Inc.*		*3*	✓		✓
	14						
	13						
	12						
	11						
	10						
	9						
Queens	8	*Jones, Jack*	*2*	*2*	✓		✓
	7	*Walker, Susan*	*1*	*1*	✓		*0*
	6	*Johnson, Zack*	*2*	*2*	✓		✓
	5						
Dbl tw	4	*Bronson, James*	*1*	*1*	✓		*0*
	3	*Anderson, Tom*	*1*	*2*	✓		✓
	2						
	1						

	GROUPS: NAME	RATE	ACCT. INFO.
5	*Acme Tool, Inc.*	*50.00*	*Indiv. reservations to be sent.*
4			
3			
2			
1			

Answers to Assignment Sheets

Assignment Sheet 1 (cont.)
Item 2

MARCUM HOTEL
RESERVATIONS LOG

DAY ________ DATE *12/28/98*

	RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
Suites	20	*Chamber of Commerce*		*1*	✓		*0*
	19						
	18						
	17						
	16						
Dbl queens	15	*Steward, Jim*	*2*	*3*	✓		✓
	14	*Bradford, Frank*	*1*	*1*	✓		*0*
	13						
	12						
	11						
	10						
	9						
Queens	8	*Chamber of Commerce*		*1*	✓		*0*
	7						
	6						
	5						
Dbl tw	4	*Frena, Tom*	*1*	*1*	✓		*0*
	3	*Smith, Janet*	*1*	*1*	✓		*0*
	2	*Adams, Dianne*	*2*	*3*	✓		✓
	1	*Kruse, Tim*	*2*	*1*	✓		*0*

	GROUPS: NAME	RATE	ACCT. INFO.
5	*Chamber of Commerce*	*Queen - $75* *Suites - $150*	*Direct billing; name list to be sent.*
4			
3			
2			
1			

Assignment Sheet 1 (cont.)
Items 3 and 4

MARCUM HOTEL
RESERVATIONS LOG

DAY ________ DATE *11/23/98*

	RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
Suites	20	*Stevens, Mary*	*1*	*2*	✓		✓
	19						
	18						
	17						
	16						
Dbl queens	15	*Mid-America Roofing*		*3*	✓		✓
	14						
	13						
	12						
	11						
	10						
	9	*May, John*	*2*	*1*	✓		*0*
Queens	8						
	7						
	6						
	5						
Dbl tw	4	*Vo-tech*		*1*	✓		*0*
	3						
	2						
	1						

	GROUPS: NAME	RATE	ACCT. INFO.
5	*Vo-tech*	*$45.00*	*Direct billing; name list to be sent.*
4	*Mid-America Roofing*	*$50.00*	*Indiv. reservations to be called in.*
3			
2			
1			

Answers to Assignment Sheets

Assignment Sheet 2—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

Confirmation notices for items 1 through 4

Item 1

TELEPHONE (405) 892-6833

MARCUM HOTEL
Enid, Oklahoma

RESERVATION CONFIRMATION

This reservation will be held until 6:00 p.m. only, unless guaranteed payment is made. If your plans change, please notify us promptly.

NUMBER OF GUESTS ADULTS *2*	CHILDREN	DEPOSIT *$45.00*	RATE	GUARANTEED YES ☐ NO ☑	DATE TAKEN *7/1/98*

ACCOMMODATIONS REQUIRED	SUITE	2 QUEEN	QUEEN	2 TWIN	OTHER	CLERK *(Student's initials)*

NAME
Mr. Jack Jones

ADDRESS
111 Lake Street

CITY AND STATE *Kansas City, MO* ZIP CODE *98765*

REPRESENTING

	ARRIVAL			DEPARTURE			NIGHTS
	MONTH	DAY	TIME	MONTH	DAY	TIME	
2068	*7*	*10*	*4 p.m.*	*7*	*12*	*11 a.m.*	*2*

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Answers to Assignment Sheets

Assignment Sheet 2 (cont.)

Item 2

TELEPHONE (405) 892-6833

MARCUM HOTEL
Enid, Oklahoma

RESERVATION CONFIRMATION

This reservation will be held until 6:00 p.m. only, unless guaranteed payment is made. If your plans change, please notify us promptly.

NUMBER OF GUESTS — ADULTS	CHILDREN	DEPOSIT	RATE	GUARANTEED*	DATE TAKEN
1			*$40.00*	YES ☑ NO ☐	*7/1/98*

ACCOMMODATIONS REQUIRED	SUITE	2 QUEEN	QUEEN	2 TWIN	OTHER	CLERK *(Student's initials)*
				✓		

*Business Masters Credit Card

NAME *Mr. Tom Frena*
ADDRESS *1500 West 7th Street*
CITY AND STATE *Morton, AR* ZIP CODE *40604*
REPRESENTING *Mid-America Roofing Company*

	ARRIVAL			DEPARTURE			NIGHTS
	MONTH	DAY	TIME	MONTH	DAY	TIME	
2069	*12*	*28*	*6 p.m.*	*12*	*29*	*11 a.m.*	*1*

Item 3

TELEPHONE (405) 892-6833

MARCUM HOTEL
Enid, Oklahoma

RESERVATION CONFIRMATION

This reservation will be held until 6:00 p.m. only, unless guaranteed payment is made. If your plans change, please notify us promptly.

NUMBER OF GUESTS — ADULTS	CHILDREN	DEPOSIT	RATE	GUARANTEED*	DATE TAKEN
1			*$150.00*	YES ☑ NO ☐	*7/1/98*

ACCOMMODATIONS REQUIRED	SUITE	2 QUEEN	QUEEN	2 TWIN	OTHER	CLERK *(Student's initials)*
	✓					

*Direct billing

NAME *Ms. Mary Stevens*
ADDRESS *2424 Valley Road*
CITY AND STATE *Lindsay, SD* ZIP CODE *80934*
REPRESENTING *Hill Top Travel Agency*

	ARRIVAL			DEPARTURE			NIGHTS
	MONTH	DAY	TIME	MONTH	DAY	TIME	
2070	*11*	*23*	*6 p.m.*	*11*	*25*	*8 a.m.*	*2*

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Answers to Assignment Sheets

Assignment Sheet 2 (cont.)

Item 4

TELEPHONE (405) 892-6833

RESERVATION CONFIRMATION

MARCUM HOTEL
Enid, Oklahoma

This reservation will be held until 6:00 p.m. only, unless guaranteed payment is made. If your plans change, please notify us promptly.

NUMBER OF GUESTS	ADULTS	CHILDREN	DEPOSIT	RATE	GUARANTEED *	DATE TAKEN
	1	1		*$50.00*	YES ☑ NO ☐	*7/1/98*

ACCOMMODATIONS REQUIRED	SUITE	2 QUEEN	QUEEN	2 TWIN	OTHER	CLERK
		✓				

**Room will be guaranteed upon receiving advance payment*

NAME *Mr. John May*

ADDRESS *1234 Main Street*

CITY AND STATE *Parker, NM* ZIP CODE *99999*

REPRESENTING

	ARRIVAL			DEPARTURE			NIGHTS
	MONTH	DAY	TIME	MONTH	DAY	TIME	
2071	*11*	*23*	*5 p.m.*	*11*	*24*	*8 a.m.*	*1*

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Answers to Assignment Sheets

Assignment Sheet 2 (cont.)

Reservations forms for items 1 through 4

Item 1

MARCUM HOTEL
ROOM RESERVATION

Name *Jack Jones* Arrival Date *7/10/98*
Address *111 Lake Street* Time *4* a.m. [✓ p.m.]
City *Kansas City* State *MO* ZIP *98765* Depart *7/12/98*
Phone (*999*) *222-3333* Tax Exempt No. ____
Queen ✓ Dbl Queen ____ Suite ____ No. People *2*
Dbl Tw ____
GTD ____ Exp ____ Rate *$45.00*
Firm/Group ____ Dep $ ____
Address ____ Acct # ____
Made by ____ Date *7/1/98*
Desk Clerk *(Student's initials)* Conf Req *2068*
Phone ✓ Letter ____ Wire ____ Verbal ____

Item 2

MARCUM HOTEL
ROOM RESERVATION

Name *Tom Frena* Arrival Date *12/28/98*
Address *1500 W. 7th Street* Time *GTD* a.m. p.m.
City *Morton* State *AR* ZIP *40604* Depart *12/29/98*
Phone (*999*) *222-4444* Tax Exempt No. ____
Queen ____ Dbl Queen ____ Suite ____ No. People *1*
Dbl Tw ✓
GTD *#123456789122 Credit Card/Bus. Masters* Exp *9/99* Rate *$40.00*
Firm/Group *Mid-America Roofing Company* Dep $ ____
Address *231 1st Blvd., Morton, AR 40604* Acct # ____
Made by ____ Date *7/1/98*
Desk Clerk *(Student's initial)* Conf Req *2069*
Phone ✓ Letter ____ Wire ____ Verbal ____

Answers to Assignment Sheets

Assignment Sheet 2 (cont.)

Item 3

MARCUM HOTEL
ROOM RESERVATION

Name *Ms. Mary Stevens* Arrival Date *11/23/98*

Address *2424 Valley Road* Time *GTD* a.m. p.m.

City *Lindsay* State *SD* ZIP *80934* Depart *11/25/98*

Phone (*777*) *888-2211* Tax Exempt No. ____

Queen ____ Dbl Queen ____ Suite ✓ No. People *1*

Dbl Tw ____

GTD *Direct billing* Exp ____ Rate *$150.00*

Firm/Group *Hill Top Travel Agency* Dep $ ____

Address *1456 Mt. View Dr., Lindsay, SD 80934* Acct # ____

Made by *Joanne Phillips* Date *7/1/98*

Desk Clerk *(Student's initials)* Conf Req *2070*

Phone ____ Letter ✓ Wire ____ Verbal ____

Item 4

MARCUM HOTEL
ROOM RESERVATION

Name *John May* Arrival Date *11/23/98*

Address *1234 Main Street* Time *GTD* a.m. p.m.

City *Parker* State *NM* ZIP *99999* Depart *11/24/98*

Phone (*165*) *321-0001* Tax Exempt No. ____

Queen ____ Dbl Queen ✓ Suite ____ No. People *2*

Dbl Tw ____

GTD *Advance payment* Exp ____ Rate *$50.00*

Firm/Group ____ Dep $ ____

Address ____ Acct # ____

Made by ____ Date *7/1/98*

Desk Clerk *(Student's initials)* Conf Req *2071*

Phone ✓ Letter ____ Wire ____ Verbal ____

Answers to Assignment Sheets

Assignment Sheet 3—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the item in the exercise may be evaluated using the following suggestion as a guide.

PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM
NAME (LAST) *May,* FIRST *John*
OUT *11/23/98*
FOLIO NO. 326751
ADDRESS OR FIRM
1234 Main Street
Parker, NM 99999
Tel: 165-321-0001
IN *11/24/98*

ADVANCE DEPOSIT OR BALANCE FORWARD
DATE
TRANS NO.
ROOM TYPE
RATE *$50.00*
GUEST
CLERK
ROOM NO.

1	*Paid by check, Nov. 1, 1998* *Check #3356*	
2		
3		
4		*<$50.00>*
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		

REFERENCE	CHARGES	CREDITS	BALANCE
FOLIO NO. 326751	DATE	DESCRIPTION	AMOUNT

PHONE READING OUT IN
NO. CALLS

Answers to Assignment Sheets

Assignment Sheet 3 (cont.)

Reservation form

MARCUM HOTEL
ROOM RESERVATION

Name *John May* Arrival Date *11/23/98*

Address *1234 Main Street* Time *GTD* a.m. p.m.

City *Parker* State *NM* ZIP *99999* Depart *11/24/98*

Phone (*165*) *321-0001* Tax Exempt No. ______

Queen ______ Dbl Queen ✓ Suite ______ No. People *2*

Dbl Tw ______

GTD *Advance payment* Exp ______ Rate *$50.00*

Firm/Group ______ Dep $ *50.00*

Address ______ Acct # *326751*

Made by ______ Date *7/1/98*

Desk Clerk *(Student's initials)* Conf Req *2071*

Phone ✓ Letter ______ Wire ______ Verbal ______

Answers to Assignment Sheets

Assignment Sheet 4—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

Reservation forms

Item 1

MARCUM HOTEL
ROOM RESERVATION

Jack Jones called 7/9/98 to cancel reservation.

Name *Jack Jones* Arrival Date *7/10/98*

Address *111 Lake Street* Time *4* a.m. [✓ p.m.]

City *Kansas City* State *MO* ZIP *98765* Depart *7/12/98*

Phone (*999*) *222-3333* Tax Exempt No.

Queen ✓ Dbl Queen Suite No. People *2*

Dbl Tw

GTD Exp Rate *$45.00*

Firm/Group Dep $

Address Acct #

Made by Date *7/1/98*

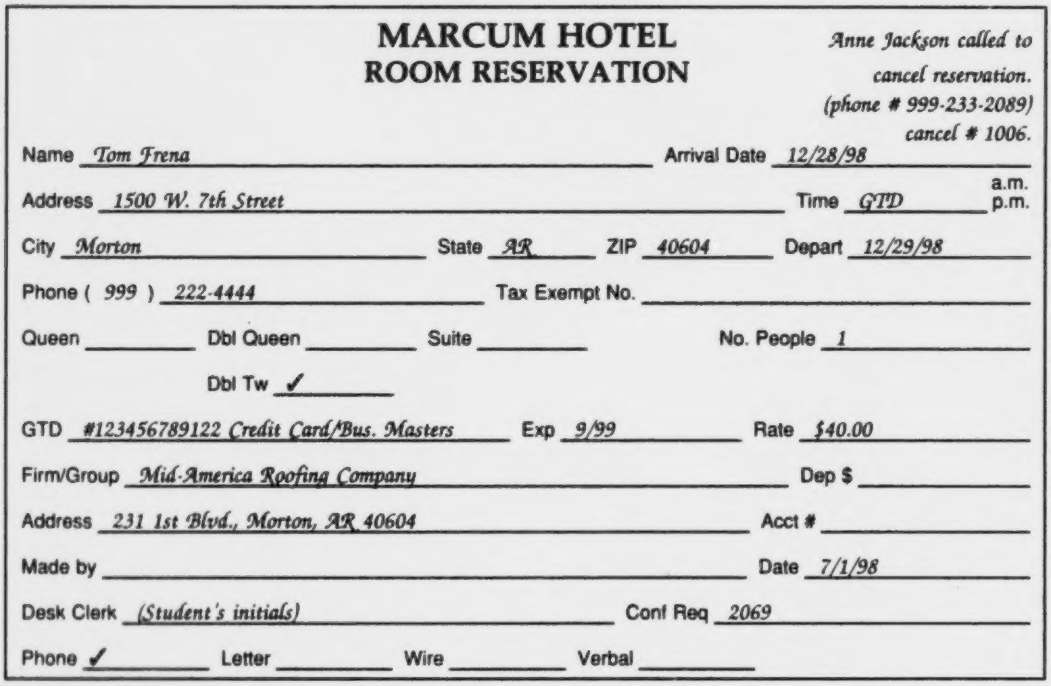
Desk Clerk *(Student's initials)* Conf Req *2068*

Phone ✓ Letter Wire Verbal

Answers to Assignment Sheets

Assignment Sheet 4 (cont.)

Item 2



MARCUM HOTEL
ROOM RESERVATION

Anne Jackson called to cancel reservation. (phone # 999-233-2089) cancel # 1006.

Name *Tom Frena* Arrival Date *12/28/98*

Address *1500 W. 7th Street* Time *GTD* a.m. p.m.

City *Morton* State *AR* ZIP *40604* Depart *12/29/98*

Phone (*999*) *222-4444* Tax Exempt No. _____

Queen _____ Dbl Queen _____ Suite _____ No. People *1*

Dbl Tw ✓

GTD *#123456789122 Credit Card/Bus. Masters* Exp *9/99* Rate *$40.00*

Firm/Group *Mid-America Roofing Company* Dep $ _____

Address *231 1st Blvd., Morton, AR 40604* Acct # _____

Made by _____ Date *7/1/98*

Desk Clerk *(Student's initials)* Conf Req *2069*

Phone ✓ Letter _____ Wire _____ Verbal _____

Reservation log for items 1 and 2 are presented on the following pages.

Answers to Assignment Sheets

Assignment Sheet 4 (cont.)
Item 1

MARCUM HOTEL
RESERVATIONS LOG

DAY ________ DATE *7/10/98*

	RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
Suites	20	*James, Martha*	1	1	✓		0
	19						
	18						
	17						
	16						
Dbl queens	15	*Acme Tool, Inc.*		3	✓		✓
	14						
	13						
	12						
	11						
	10						
	9						
Queens	8	~~*Jones, Jack*~~ *Cancel 7/9/98*	~~2~~	~~2~~	~~✓~~		~~✓~~
	7	*Walker, Susan*	1	1	✓		0
	6	*Johnson, Zack*	2	2	✓		✓
	5						
Dbl tw	4	*Bronson, James*	1	1	1		0
	3	*Anderson, Tom*	1	2	✓		✓
	2						
	1						

GROUPS:	NAME	RATE	ACCT. INFO.
5	*Acme Tool, Inc.*	50.00	*Indiv. reservations to be sent.*
4			
3			
2			
1			

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Answers to Assignment Sheets

Assignment Sheet 4 (cont.)
Item 2

MARCUM HOTEL
RESERVATIONS LOG

DAY ________ DATE *12/28/98*

	RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
Suites	20	*Chamber of Commerce*		*1*	✓		*0*
	19						
	18						
	17						
	16						
Dbl queens	15	*Steward, Jim*	*2*	*3*	✓		✓
	14	*Bradford, Frank*	*1*	*1*	✓		*0*
	13						
	12						
	11						
	10						
	9						
Queens	8	*Chamber of Commerce*		*1*	✓		*0*
	7						
	6						
	5						
Dbl tw	4	~~*Frena, Tom*~~ *Cancel 7/9/98*	~~*1*~~	~~*1*~~	~~✓~~	~~✓~~	~~*0*~~
	3	*Smith, Janet*	*1*	*1*	✓		✓
	2	*Adams, Dianne*	*2*	*3*	✓		*0*
	1	*Kruse, Tim*	*2*	*1*	✓		✓

	GROUPS: NAME	RATE	ACCT. INFO.
5	*Chamber of Commerce*	*Queen-75.00* *Suite-150.00*	*Direct billing; name list to be sent.*
4			
3			
2			
1			

Answers to Assignment Sheets

Assignment Sheet 5—Student performance should be evaluated according to the criteria listed on the assignment sheet.

Reservations
Unit 3

Answers to Written Test

1. a. Guest contacts hotel, informs hotel personnel of planned stay, provides hotel with personal information, and selects method of payment
   b. Guest arrives at hotel, provides/confirms reservation information, approves/confirms room type and room rate, confirms method of payment, and receives room key
   c. Guest arrives at room, occupies room, and begins stay
   d. Guest vacates room, settles account, returns room keys, and departs hotel

2. a. Hotel agrees to reserve a room for guest only until stated cancellation hour on date of arrival; guest does not pay hotel for room if room is not used
   b. Hotel agrees to reserve a room for guest even past cancellation hour; guest promises to pay hotel for room even if room is not used

3. a. 1 c. 4
   b. 3 d. 2

4. a. Hotel recordkeeping system relying on handwritten forms to record guest information and transactions
   b. Computer-based hotel recordkeeping system using specialized hotel-industry software programs that record and store guest information and transactions

5. a. Reservation form
   b. Reservation record
   c. Confirmation notice
   d. Guest folio

6. a. Booking reservation
   b. Confirming reservation
   c. Processing advance payment/deposit
   d. Canceling reservation

7. a. 2 d. 4
   b. 1 e. 3
   c. 5

Answers to Written Test

8. a. Fill out confirmation notice using information recorded on reservation form and assign a confirmation number on reservation form.
   b. Doublecheck confirmation notice against reservation-form information.
   c. Address and mail guest's copy of confirmation notice.
   d. Attach copy of confirmation notice to reservation form and file reservation form.

9. a. 1
   b. 2
   c. 3
   d. 5
   e. 4

10. a. Check reservation form and determine reservation type.
    b. For non-guaranteed reservation, record on reservation form the name of the person calling to cancel the reservation. For a guaranteed reservation, record on the reservation form both the name and phone number of the person calling to cancel and assign a cancellation number on the reservation form.
    c. Cancel reservation on reservation record.
    d. File reservation form.

11. a. Block coordinator provides guest-service agent with name list of block participants, any special information required concerning the block reservation, and a cut-off date for honoring the block.
    b. Guest-service agent records reservations in reservation record and completes reservation forms.

Reservations
Unit 3

Written Test

Name ______________________ Score __________

1. Describe the stages in a hotel's guest cycle. Write your answers on the blanks provided beside each of the terms below.

   a. Stage 1: Reservation ______________________

   b. Stage 2: Registration ______________________

   c. Stage 3: Occupancy ______________________

   d. Stage 4: Checkout ______________________

2. Describe types of reservations. Write your answers on the blanks beside each of the terms below.

   a. Non-guaranteed ______________________

Written Test

b. Guaranteed ______________________________

____

____

3. Match types of guaranteed reservations to their correct definitions. Write the numbers on the blanks provided.

_____a. Guest provides payment in full by predetermined day/time before date of arrival

_____b. Guest provides credit-card information and agrees to have bill charged to that account at end of hotel stay

_____c. Guest receives preapproval from hotel management to be billed for all/some charges after hotel stay

_____d. Guest provides required partial payment by predetermined day/time before date of arrival

1. Advance payment
2. Advance deposit
3. Credit card
4. Direct billing

4. Define types of hotel recordkeeping systems. Write your answers on the blanks provided beside each of the terms below.

a. Manual ______________________________

____

____

b. Computerized ______________________________

____

____

5. List types of recordkeeping forms used in handling guest reservations. Write your answers on the blanks provided below.

a. ______________________________

b. ______________________________

c. ____

d. ____

6. List the guest-service processes required in handling guest reservations. Write your answers on the blanks provided below.

a. ____

b. ____

c. ____

d. ____

7. Arrange in order the steps in manually booking a reservation. Write the numbers (1 through 5) on the blanks provided below.

______a. Accept reservation.

______b. Check availability in reservation record.

______c. File reservation form.

______d. Record reservation on reservation record.

______e. Record personal information and reservation type on reservation form.

8. State the steps in manually confirming a reservation. Write your answers on the blanks provided below.

a. Step 1: ____

____

b. Step 2: ____

____

c. Step 3: ____

____

d. Step 4: ____

____

Written Test

9. Arrange in order the steps in manually processing advance payments/deposits. Write the numbers (1 through 5) on the blanks provided below.

______a. Fill out guest folio using information recorded on reservation form.

______b. Record on folio type of payment, amount of payment, and date received.

______c. Place cash or check in shift deposit.

______d. File reservation form and guest folio.

______e. Record amount of advance payment and folio number on reservation form.

10. State the steps in manually canceling a reservation. Write your answers on the blanks provided below.

a. Step 1: ____

b. Step 2: ____

c. Step 3: ____

d. Step 4: ____

Written Test

11. State the steps in handling block reservations. Write your answers on the blanks provided below.

    a. Step 1: ______________________________

    ____

    ____

    b. Step 2: ______________________________

    ____

    ____

Reservations
Unit 3

Unit Evaluation Form

Student name ______________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Use a Manual System to Book Reservations Rating ______

Comments: ____

____

____

Assignment Sheet 2—Use a Manual System to Confirm Reservations Rating ______

Comments: ____

____

____

Assignment Sheet 3—Use a Manual System to Process Advance Payment/Deposit Rating ______

Comments: ____

____

____

Assignment Sheet 4—Use a Manual System to Cancel Reservations Rating ______

Comments: ____

____

____

Unit Evaluation Form

Assignment Sheet 5—Use a Computerized System to Handle Reservation Processes Rating ______

Comments: ____

____

____

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____

____

____

Teacher signature ______________________________ Date __________

Student signature ______________________________ Date __________

Permission to duplicate this form is granted.

Hotel Guest Cycle

Reservation

Registration
(Including Pre-Registration)

Occupancy

Checkout

Reservations Log

MARCUM HOTEL
RESERVATIONS LOG

DAY ________ DATE ________

	RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
Suites	20						
	19						
	18						
	17						
	16						
Dbl queens	15						
	14						
	13						
	12						
	11						
	10						
	9						
Queens	8						
	7						
	6						
	5						
Dbl tw	4						
	3						
	2						
	1						

GROUPS:	NAME	RATE	ACCT. INFO.
5			
4			
3			
2			
1			

Reservation Form

MARCUM HOTEL
ROOM RESERVATION

Name ____________________ Arrival Date ____________

Address ____________________ Time ____________ a.m. p.m.

City ____________ State ________ ZIP ________ Depart ____________

Phone (   ) ____________ Tax Exempt No. ____________

Queen ________ Dbl Queen ________ Suite ________ No. People ________

Dbl Tw ________

GTD ____________ Exp ____________ Rate ____________

Firm/Group ____________________ Dep $ ____________

Address ____________________ Acct # ____________

Made by ____________________ Date ____________

Desk Clerk ____________________ Conf Req ____________

Phone ________ Letter ________ Wire ________ Verbal ________

Confirmation Notice

TELEPHONE (405) 892-6833

MARCUM HOTEL
Enid, Oklahoma

RESERVATION CONFIRMATION

This reservation will be held until 6:00 p.m. only, unless guaranteed payment is made. If your plans change, please notify us promptly.

NUMBER OF GUESTS	ADULTS	CHILDREN	DEPOSIT	RATE	GUARANTEED YES ☐ NO ☐	DATE TAKEN
ACCOMMODATIONS REQUIRED	SUITE	2 QUEEN	QUEEN	2 TWIN	OTHER	CLERK

NAME

ADDRESS

CITY AND STATE ZIP CODE

REPRESENTING

	ARRIVAL			DEPARTURE			NIGHTS
	MONTH	DAY	TIME	MONTH	DAY	TIME	

Reservations, Unit 3
Teacher Page 41

TM 4

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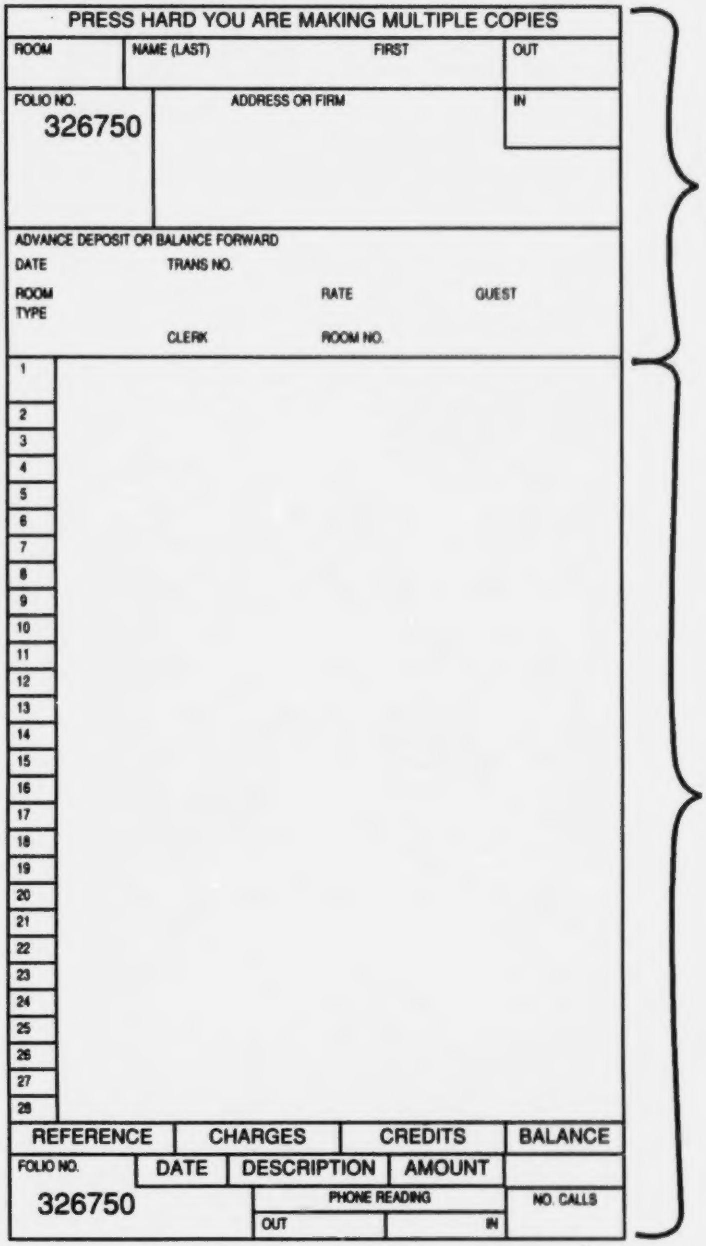
Sections 1 and 2 of a Guest Folio



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM

NAME (LAST)

FIRST

OUT

FOLIO NO. 326750

ADDRESS OR FIRM

IN

ADVANCE DEPOSIT OR BALANCE FORWARD

DATE

TRANS NO.

ROOM TYPE

RATE

GUEST

CLERK

ROOM NO.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28

REFERENCE		CHARGES	CREDITS	BALANCE
FOLIO NO.	DATE	DESCRIPTION	AMOUNT	

FOLIO NO. 326750

PHONE READING

OUT

IN

NO. CALLS

Section 1—Pre-registration information slip

Section 2—Guest bill

Reservations
Unit 3

Information Sheet

1. **Stages in a hotel's guest cycle and their descriptions** (see Figure 1)

- **Stage 1: Reservation**—Guest contacts hotel, informs hotel personnel of planned stay, provides hotel with personal information, and selects method of payment

  Note: Personal information a guest provides includes his or her name, address, phone number, and special requirements or requests, date of arrival and length of stay. The guest will also identify whether he or she will be a member of a particular group or will be traveling as an individual.

- **Stage 2: Registration**—Guest arrives at hotel (with a reservation or as a walk-in), provides/confirms reservation information, approves/confirms room type and room rate, confirms method of payment, and receives room key

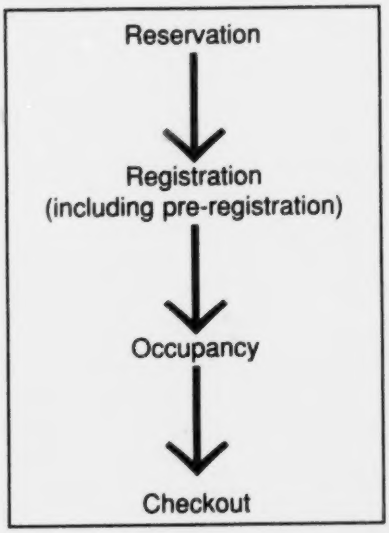
  Note: For guests with reservations, the hotel's front-desk personnel perform *pre-registration*, during which some of the forms required at registration are filled out before the guest arrives. This means that the registration process is shortened as the guest only confirms pre-recorded information.

- **Stage 3: Occupancy**—Guest arrives at room, occupies room, and begins stay

  Note: If the guest is not satisfied with the room, he or she normally informs the front desk and another room is given.

- **Stage 4: Checkout**—Guest vacates room, settles account, returns room keys, and departs hotel

Figure 1



Information Sheet

2. Types of reservations and their descriptions

- **Non-guaranteed**—Hotel agrees to reserve a room for guest only until stated cancellation hour on date of arrival; guest does not pay hotel for room if room is not used

  Note: Common hotel cancellation hours are 4 p.m. and 6 p.m.

- **Guaranteed**—Hotel agrees to reserve a room for guest even past cancellation hour; guest promises to pay hotel for room even if room is not used

  Note: Most hotels will hold a guaranteed room until 6 a.m. the following day. If a guest with a guaranteed reservation is a no-show (does not check in or cancel the reservation by the cancellation hour), he or she is usually charged according to the type of guaranteed reservation made. See the notes following the definitions in Objective 3.

3. Types of guaranteed reservations and their definitions

- **Advance payment**—Guest provides payment in full by predetermined day/time before date of arrival

  Note: With this type of guaranteed reservation, if the guest does not use the room, he or she forfeits the advance payment unless the reservation has been canceled according to the hotel's cancellation policy.

- **Advance deposit**—Guest provides required partial payment by predetermined day/time before date of arrival

  Note: If the guest does not use the room, he or she forfeits the advance deposit unless the reservation has been canceled according to the hotel's cancellation policy.

- **Credit card**—Guest provides credit-card information and agrees to have bill charged to that account at end of hotel stay

  Note: Credit-card reservations are the most common form of guaranteed reservations. With a credit-card guarantee, if the guest does not use the room, he or she is billed for the first night of the stay unless the reservation has been canceled according to the hotel's cancellation policy.

- **Direct billing**—Guest receives preapproval from hotel management to be billed for all/some charges after hotel stay

  Note: Preapproved direct-billing privileges are usually limited to corporations, businesses, travel agents, and regular customers of the hotel. Direct billing may take one of two forms: the agency or person billed may pay 100 percent of the charges, or the agency may pay for certain charges only. For example, a company may pay for an employee's room and meal charges, but may not pay for certain personal expenses, such as personal telephone calls.

Information Sheet

4. Types of hotel recordkeeping systems and their definitions

- **Manual**—Hotel recordkeeping system relying on handwritten forms to record guest information and transactions

  Note: The forms used in manual systems are the forms traditionally used in the hotel industry, and are still often simulated in computer software programs designed for the hotel industry.

- **Computerized**—Computer-based hotel recordkeeping system using specialized hotel-industry software programs that record and store guest information and transactions

5. Types of recordkeeping forms used in handling guest reservations

Note: The student supplements referenced below illustrate sample forms that might be used in a manual recordkeeping system.

- **Reservation form** (see Student Supplements 1 and 3)

  Note: The reservation form contains reservation data including a guest's personal information (name, address, phone number, etc.), day of arrival, length of stay, type of room requested, quoted rate, type of reservation (guaranteed or non-guaranteed), date reservation was taken, and the agent's initials.

- **Reservation record** (reservation book, reservation log, room availability chart) (see Student Supplements 1 and 2)

  Note: A reservation record (log, book, or chart) is used in manual systems as the official record of a guest's reservation. Reservation forms are used as backup documents to the reservation record.

- **Confirmation notice** (confirmation letter) (see Student Supplements 4 and 5)

  Note: A confirmation notice is a document where a guest will acknowledge that all the information recorded on the reservation form is correct. The confirmation notice contains the personal data provided by the guest, the day of arrival, the length of stay, the type of room, the quoted rate, the type of reservation, the date the reservation was taken, the agent's initials, the hotel's cancellation policy, and a confirmation number.

- **Guest folio** (see Student Supplements 6 and 7)

  Note: A *folio* is a record of all the charges and payments recorded on a guest account during his or her hotel stay. Folios are completed during the reservation stage to record advance payments or deposits.

Information Sheet

6. **Guest-service processes required in handling guest reservations**
    - Booking reservation
    - Confirming reservation
    - Processing advance payment/deposit
    - Canceling reservation
7. **Steps in manually booking a reservation**
    - **Step 1:** Check availability in reservation record.

      Note: *Checking availability* means to determine the types of rooms available for sale on a specific day.
    - **Step 2:** Accept reservation.
    - **Step 3:** Record personal information and reservation type (guaranteed or non-guaranteed) on reservation form.
    - **Step 4:** Record reservation on reservation record.
    - **Step 5:** File reservation form.
8. **Steps in manually confirming a reservation**
    - **Step 1:** Fill out confirmation notice using information recorded on reservation form and assign a confirmation number on reservation form.

      Note: The confirmation notice is usually a two-copy form. The original is sent to the guest; a copy is attached to the reservation form.
    - **Step 2:** Doublecheck confirmation notice against reservation-form information.
    - **Step 3:** Address and mail guest's copy of confirmation notice.
    - **Step 4:** Attach copy of confirmation notice to reservation form and file reservation form.
9. **Steps in manually processing advance payments/deposits**
    - **Step 1:** Fill out guest folio using information recorded on reservation form.
    - **Step 2:** Record (post) on folio type of payment (cash or check), amount of payment, and date received.

Information Sheet

- **Step 3:** Place cash or check in shift deposit.

  Note: A shift deposit is a document listing all the cash/checks taken in at the front desk during each shift.

- **Step 4:** Record amount of advance payment and folio number on reservation form.

  Note: Each folio is numbered and the folio number is entered on the reservation form.

- **Step 5:** File reservation form and guest folio.

  Note: With manual systems, hotels may file folios in the reservation box under the checkin date or at the front desk in an advance-deposit section.

10. Steps in manually canceling a reservation

- **Step 1:** Check reservation form and determine reservation type (guaranteed or non-guaranteed).
- **Step 2:** For non-guaranteed reservation, record on reservation form the name of the person calling to cancel the reservation. For a guaranteed reservation, record on the reservation form both the name and phone number of the person calling to cancel and assign a cancellation number on the reservation form.
- **Step 3:** Cancel reservation on reservation record.
- **Step 4:** File reservation form.

11. Steps in handling block reservations

Note: When a block of rooms is reserved, a designated front-desk person (usually a supervisor), a reservations supervisor, or a sales and marketing staff member serves as a coordinator for the block, establishes the room rate(s), and establishes a cut-off date for block participants to confirm their reservations.

- **Step 1:** Block coordinator provides guest-service agent with name list of block participants, any special information required concerning the block reservation, and a cut-off date for honoring the block.

  Note: After the established cut-off date (the last day a person may confirm a room in the block), the hotel has the right to sell the remaining unsold blocked rooms to the general public.

- **Step 2:** Guest-service agent records reservations in reservation record and completes reservation forms.

Reservations
Unit 3

Student Supplement 1—Forms Used in Booking Reservations

In Objective 7 of the information sheet, you learned that you will use two types of forms in manually booking a reservation: the reservation record and a reservation form. You will use the reservation record to check availability when booking a reservation and when recording a booked reservation. You will complete the reservation form with the appropriate information about a guest when the reservation has been accepted.

There are many versions of these two forms; however, the information required on the forms seldom varies. This supplement will teach you to use the forms that will be required to complete Assignment Sheet 1. As stated above, these forms are like those that might be used in a manual reservation recordkeeping system. Your instructor will demonstrate the use of a computerized system of forms to help you complete Assignment Sheet 5. However, practice in completing the forms used in a manual system will help you better understand those used in a computerized recordkeeping system.

Reservation records

Hotels use various types of reservation records; three of the most common types are discussed below.

A **room reservation log** (reservation book) is often used in small hotels to record reservations on a room-by-room basis. Each sheet in the room reservation log records one day's reservations by room number (see Figure 1). The example shown in Figure 1 indicates that the hotel has 20 rooms: four double twins, four queens, seven double queens, and five suites. The guest-service agent fills out the columns with following required information.

- In Column a, you record the name of the person reserving the room, or the group name in the case of a block reservation.
- In Column b, you record the number of people who will be staying in the room.
- In Column c, you record the total number of days the guest(s) will be staying.
- You place a checkmark in Column d if the guest will be checking in on this day.
- You place a checkmark in Column e if the guest will be checking out on this day.
- In Column f, you use one of two symbols. A checkmark indicates that the guest(s) will be staying over; a zero indicates that the guest(s) will be checking out the next morning.
- The bottom section of the page is used to record information about the groups making block reservations. In Column g, you record the name of the group making the block reservation, and in Columns h and i, you record the agreed-upon rate for the block and any information pertinent to the reservation.

Student Supplement 1

In a **room availability chart** each page in the record tracks reservations for one month (see Figure 2) or for one day (see Figure 3). Each page lists the type of bed in a room and the number of rooms per type. Unmarked rooms and days indicate availability of rooms by type and day. A slash mark (/) is usually used to indicate a reservation where the guest will be checking out that day. An "X" usually indicates that a guest is staying over one or several nights.

Reservation form

The information required on a reservation form and the various parts of the form are explained in Figure 4 of this supplement. The reservation form is usually a card that is maintained and filed at the front desk. It is the main document used as backup for the information on all the other documents completed during the reservation process.

Student Supplement 1

Figure 1: Room reservation log

MARCUM HOTEL
RESERVATIONS LOG

DAY *Sat.* DATE *11/23/98*

	RM #	ⓐ NAME	ⓑ # IN PARTY	ⓒ # OF DAYS	ⓓ CHECK IN	ⓔ CHECK OUT	ⓕ STAY OVER
Suites	20	*Smith, Sue*	2	1	✓		0
	19	*Doty, John*	1	2	✓		✓
	18	*Boden, Norma*	1	1		✓	
	17						
	16						
Dbl queens	15						
	14						
	13	*Mid-America Roofing*		3	✓		✓
	12						
	11						
	10						
	9						
Queens	8						
	7						
	6						
	5						
Dbl tw	4	*Vo-tech*		1	✓		0
	3						
	2						
	1						

	GROUPS: NAME ⓖ	RATE ⓗ	ACCT. INFO. ⓘ
5	*Vo-tech*	50.00	*Direct billing, name list to be sent.*
4	*Mid-America Roofing*	45.00	*Indiv. reservations to be called in.*
3			
2			
1			

Student Supplement 1

Figure 2: Monthly room availability chart

MARCUM HOTEL
NOVEMBER 1998

Double twins	1	2	3	4	5	6	. . .	. . .	30
4	/	/	/	/	/				
3	/	/	/	/	/				
2	/	/	/	/	/				
1	/	/		/	/				

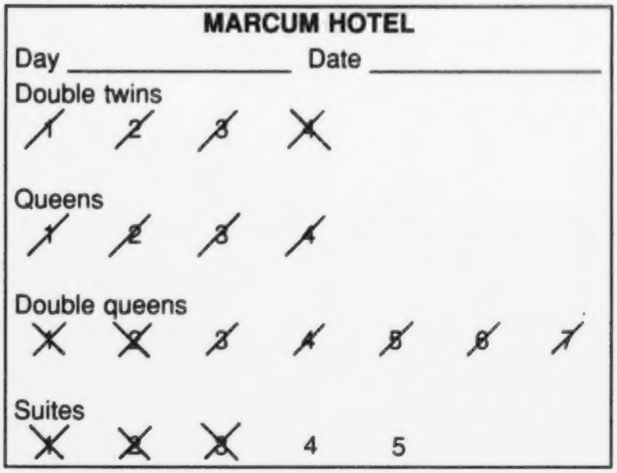
Queens	1	2	3	4	5	6	. . .	. . .	30
4	/	/	/	/	/				
3		/	/		/				
2		/	/		/				
1		/			/				

Double queens	1	2	3	4	5	6	7	. . .	30
7									
6									
5									
4	/	/		/					
3	/								
2	/								
1									

Suites	1	2	3	4	5	6	. . .	. . .	30
5	/	/	/	/	/				
4	/	/	/	/	/	/			
3	/	/	/	/	/				
2	/	/		/	/				
1	/	/			/				

Student Supplement 1

Figure 3: Daily room availability chart



MARCUM HOTEL

Day ________________ Date ________________

Double twins

~~1~~ ~~2~~ ~~3~~ ~~4~~

Queens

~~1~~ ~~2~~ ~~3~~ ~~4~~

Double queens

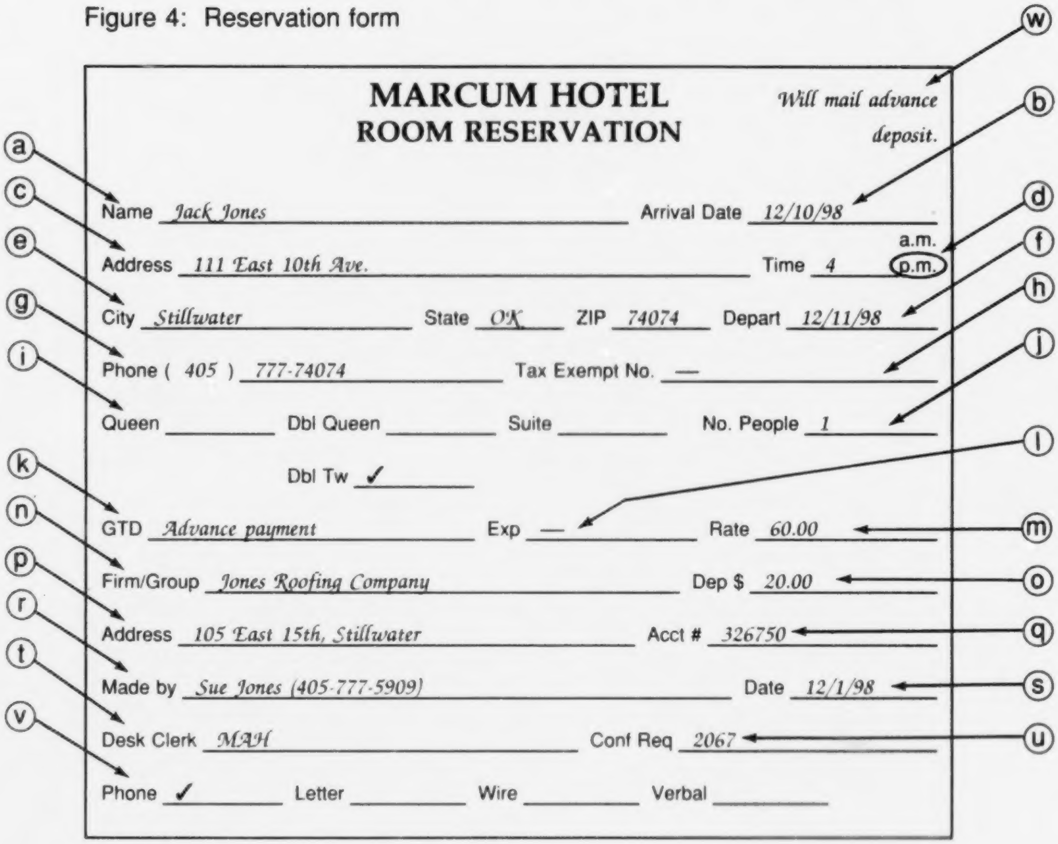
~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~ ~~7~~

Suites

~~1~~ ~~2~~ ~~3~~ 4 5

Student Supplement 1

Figure 4: Reservation form



MARCUM HOTEL
ROOM RESERVATION

Will mail advance deposit.

Name *Jack Jones* Arrival Date *12/10/98*
Address *111 East 10th Ave.* Time *4* a.m. [✓ p.m.]
City *Stillwater* State *OK* ZIP *74074* Depart *12/11/98*
Phone (*405*) *777-74074* Tax Exempt No. *—*
Queen ____ Dbl Queen ____ Suite ____ No. People *1*
Dbl Tw ✓
GTD *Advance payment* Exp *—* Rate *60.00*
Firm/Group *Jones Roofing Company* Dep $ *20.00*
Address *105 East 15th, Stillwater* Acct # *326750*
Made by *Sue Jones (405-777-5909)* Date *12/1/98*
Desk Clerk *MAH* Conf Req *2067*
Phone ✓ Letter ____ Wire ____ Verbal ____

ⓐ Record name of guest.
ⓑ Record date guest will arrive at hotel.
ⓒ Record guest's home street address.
ⓓ Record time of guest's arrival, or if reservation is guaranteed, indicate guaranteed status by writing the letters "GTD."
ⓔ Record guest's home city, state, and ZIP Code.
ⓕ Record date guest will depart hotel.
ⓖ Record guest's home telephone number and area code.
ⓗ Record guest's tax-exempt number, if applicable.
ⓘ Indicate with a checkmark the type of room reserved (suite, double queen, queen, double twin, etc.).
ⓙ Record number of people in party.
ⓚ If reservation is guaranteed, record type (advance payment, advance deposit, credit card, direct billing). If reservation is guaranteed by credit card, record the name of the credit-card company and the guest's credit-card number.
ⓛ If the reservation is guaranteed by credit card, record the expiration date of the guest's credit card.

Student Supplement 1

ⓜ Record the rate quoted for the guestroom.

ⓝ If the guest is to stay in one of a block of reserved rooms or if the reservation has been made for an employee of a business or firm, record the name of the group or firm the guest is with.

ⓞ When an advance payment/deposit is received, record the amount of the payment/deposit.

ⓟ If the guest is an employee of a business or firm, record the address of the firm or business.

ⓠ Record folio number when guest folio is created.

ⓡ If someone other than the guest is making the reservation, record his or her name and phone number.

ⓢ Record the date the reservation is taken.

ⓣ Record your initials.

ⓤ When a confirmation notice is sent out, record the confirmation number.

ⓥ Indicate whether the reservation was made over the phone, by letter, by wire, or verbally.

ⓦ Record any special information or guest request.

Reservations
Unit 3

Student Supplement 2—Reservations Log

Student Supplement 2

MARCUM HOTEL
RESERVATIONS LOG

DAY ________ DATE *7/10/98*

	RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
Suites	20	*James, Martha*	*1*	*1*	✓		*0*
	19						
	18						
	17						
	16						
Dbl queens	15	*Acme Tool, Inc.*		*3*	✓		✓
	14						
	13						
	12						
	11						
	10						
	9						
Queens	8						
	7	*Walker, Susan*	*1*	*1*	✓		*0*
	6	*Johnson, Zack*	*2*	*2*	✓		✓
	5						
Dbl tw	4	*Bronson, James*	*1*	*1*	✓		*0*
	3	*Anderson, Tom*	*1*	*2*	✓		✓
	2						
	1						

	GROUPS: NAME	RATE	ACCT. INFO.
5	*Acme Tool, Inc.*	*$50.00*	*Indiv. reservations to be sent.*
4			
3			
2			
1			

Student Supplement 2

MARCUM HOTEL
RESERVATIONS LOG

DAY ________ DATE *11/23/98*

	RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
Suites	20						
	19						
	18						
	17						
	16						
Dbl queens	15	*Mid-America Roofing*		*3*	✓		✓
	14						
	13						
	12						
	11						
	10						
	9						
Queens	8						
	7						
	6						
	5						
Dbl tw	4	*Vo-tech*		*1*	✓		*0*
	3						
	2						
	1						

	GROUPS: NAME	RATE	ACCT. INFO.
5	*Vo-tech*	*$45.00*	*Direct billing; name list to be sent.*
4	*Mid-America Roofing*	*$50.00*	*Indiv. reservations to be called in.*
3			
2			
1			

Student Supplement 2

MARCUM HOTEL
RESERVATIONS LOG

DAY ________ DATE *12/28/98*

	RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
Suites	20	*Chamber of Commerce*		*1*	✓		*0*
	19						
	18						
	17						
	16						
Dbl queens	15	*Steward, Jim*	*2*	*3*	✓		✓
	14	*Bradford, Frank*	*1*	*1*	✓		*0*
	13						
	12						
	11						
	10						
	9						
Queens	8	*Chamber of Commerce*		*1*	✓		*0*
	7						
	6						
	5						
Dbl tw	4						
	3	*Smith, Janet*	*1*	*1*	✓		*0*
	2	*Adams, Dianne*	*2*	*3*	✓		✓
	1	*Kruse, Tim*	*2*	*1*	✓		*0*

	GROUPS: NAME	RATE	ACCT. INFO.
5	*Chamber of Commerce*	*Queens-$75* *Suites-$150*	*Direct billing; name list to be sent.*
4			
3			
2			
1			

Reservations
Unit 3

Student Supplement 3—Reservation Forms

MARCUM HOTEL
ROOM RESERVATION

Name ________ Arrival Date ________
Address ________ Time ________ a.m. p.m.
City ________ State ________ ZIP ________ Depart ________
Phone (   ) ________ Tax Exempt No. ________
Queen ________ Dbl Queen ________ Suite ________ No. People ________
Dbl Tw ________
GTD ________ Exp ________ Rate ________
Firm/Group ________ Dep $ ________
Address ________ Acct # ________
Made by ________ Date ________
Desk Clerk ________ Conf Req ________
Phone ________ Letter ________ Wire ________ Verbal ________

MARCUM HOTEL
ROOM RESERVATION

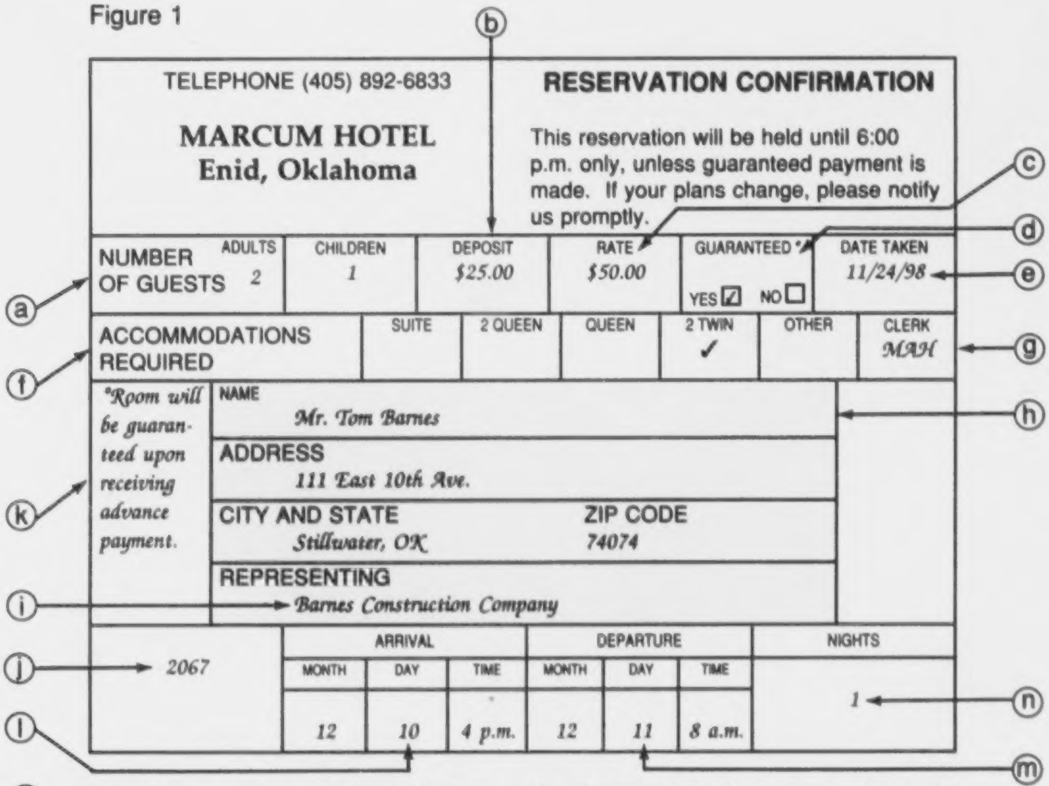
Name ________ Arrival Date ________
Address ________ Time ________ a.m. p.m.
City ________ State ________ ZIP ________ Depart ________
Phone (   ) ________ Tax Exempt No. ________
Queen ________ Dbl Queen ________ Suite ________ No. People ________
Dbl Tw ________
GTD ________ Exp ________ Rate ________
Firm/Group ________ Dep $ ________
Address ________ Acct # ________
Made by ________ Date ________
Desk Clerk ________ Conf Req ________
Phone ________ Letter ________ Wire ________ Verbal ________

Reservations
Unit 3

Student Supplement 4—Parts of a Confirmation Notice

A confirmation notice is usually a preprinted form or letter on which the guest-service agent records reservation information he or she previously recorded on the reservation form and then mails this information to the future guest. The guest will check the reservation information on the confirmation notice and contact the hotel if the recorded information is incorrect. The form used for confirmation notices may vary from hotel to hotel, but the type of information required usually consists of the components shown and explained in Figure 1 below.

Figure 1



TELEPHONE (405) 892-6833

MARCUM HOTEL
Enid, Oklahoma

RESERVATION CONFIRMATION

This reservation will be held until 6:00 p.m. only, unless guaranteed payment is made. If your plans change, please notify us promptly.

NUMBER OF GUESTS	ADULTS 2	CHILDREN 1	DEPOSIT *$25.00*	RATE *$50.00*	GUARANTEED * YES ☑ NO ☐	DATE TAKEN *11/24/98*

ACCOMMODATIONS REQUIRED	SUITE	2 QUEEN	QUEEN	2 TWIN ✓	OTHER	CLERK *MAH*

**Room will be guaranteed upon receiving advance payment.*

NAME *Mr. Tom Barnes*

ADDRESS *111 East 10th Ave.*

CITY AND STATE *Stillwater, OK* ZIP CODE *74074*

REPRESENTING *Barnes Construction Company*

2067

ARRIVAL			DEPARTURE			NIGHTS
MONTH	DAY	TIME	MONTH	DAY	TIME	
12	10	4 p.m.	12	11	8 a.m.	1

- ⓐ Record the number of guests (adults and children) to be included in the party.
- ⓑ Record the amount of deposit required, if any.
- ⓒ Record the room rate quoted.
- ⓓ Indicate whether the reservation is guaranteed or nonguaranteed.
- ⓔ Record the date the reservation was taken.
- ⓕ Indicate the type of room requested.
- ⓖ Record your initials (the initials of the guest-service agent sending the confirmation notice).
- ⓗ Record guest name and address.

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Student Supplement 4

ⓘ Record guest group or business affiliation, if applicable.
ⓙ Record assigned number for confirmation notice.
ⓚ Record notes concerning status of reservation.
(l-n) Record date and time of arrival, date and time of departure, and total number of nights guest will be staying at hotel.

Reservations
Unit 3

Student Supplement 5—Confirmation Notices

TELEPHONE (405) 892-6833

RESERVATION CONFIRMATION

MARCUM HOTEL
Enid, Oklahoma

This reservation will be held until 6:00 p.m. only, unless guaranteed payment is made. If your plans change, please notify us promptly.

NUMBER OF GUESTS	ADULTS	CHILDREN	DEPOSIT	RATE	GUARANTEED YES ☐ NO ☐	DATE TAKEN
ACCOMMODATIONS REQUIRED	SUITE	2 QUEEN	QUEEN	2 TWIN	OTHER	CLERK

NAME
ADDRESS
CITY AND STATE ZIP CODE
REPRESENTING

ARRIVAL			DEPARTURE			NIGHTS
MONTH	DAY	TIME	MONTH	DAY	TIME	

TELEPHONE (405) 892-6833

RESERVATION CONFIRMATION

MARCUM HOTEL
Enid, Oklahoma

This reservation will be held until 6:00 p.m. only, unless guaranteed payment is made. If your plans change, please notify us promptly.

NUMBER OF GUESTS	ADULTS	CHILDREN	DEPOSIT	RATE	GUARANTEED YES ☐ NO ☐	DATE TAKEN
ACCOMMODATIONS REQUIRED	SUITE	2 QUEEN	QUEEN	2 TWIN	OTHER	CLERK

NAME
ADDRESS
CITY AND STATE ZIP CODE
REPRESENTING

ARRIVAL			DEPARTURE			NIGHTS
MONTH	DAY	TIME	MONTH	DAY	TIME	

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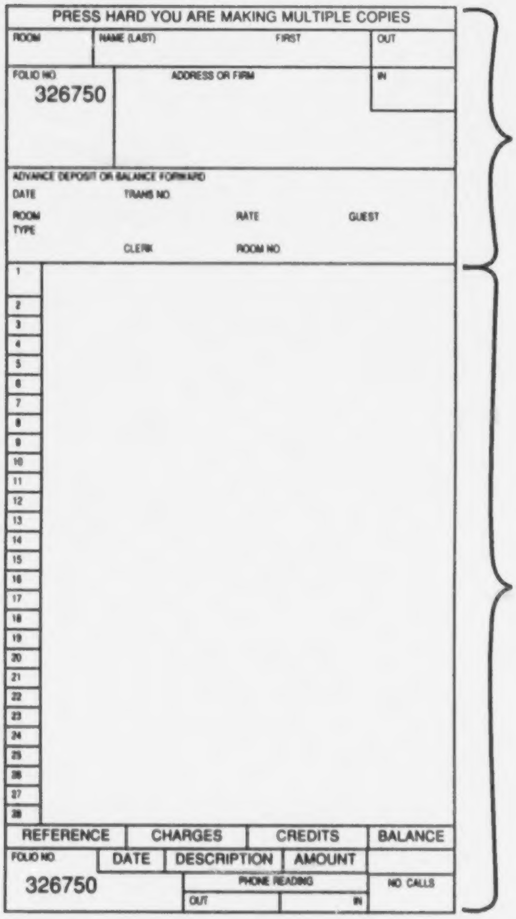
Reservations
Unit 3

Student Supplement 6—Sections of a Guest Folio

In manual reservation systems, a guest folio is usually a preprinted, three-section form used to record guest information and charges and payments for a guest account during the guest's hotel stay. (See Figures 1 and 2 below.) However, sections 1 and 2 of a guest folio are prepared ahead of the guest's hotel stay if the guest sends an advance deposit or payment. The guest-service agent uses the information from the guest's reservation form to complete the guest-information portions of the folio and then records the pertinent payment/deposit information as shown in Figure 3.

Figure 1



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM
NAME (LAST)
FIRST
OUT
FOLIO NO
326750
ADDRESS OR FIRM
IN

ADVANCE DEPOSIT OR BALANCE FORWARD
DATE
TRANS NO
ROOM TYPE
RATE
GUEST
CLERK
ROOM NO

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

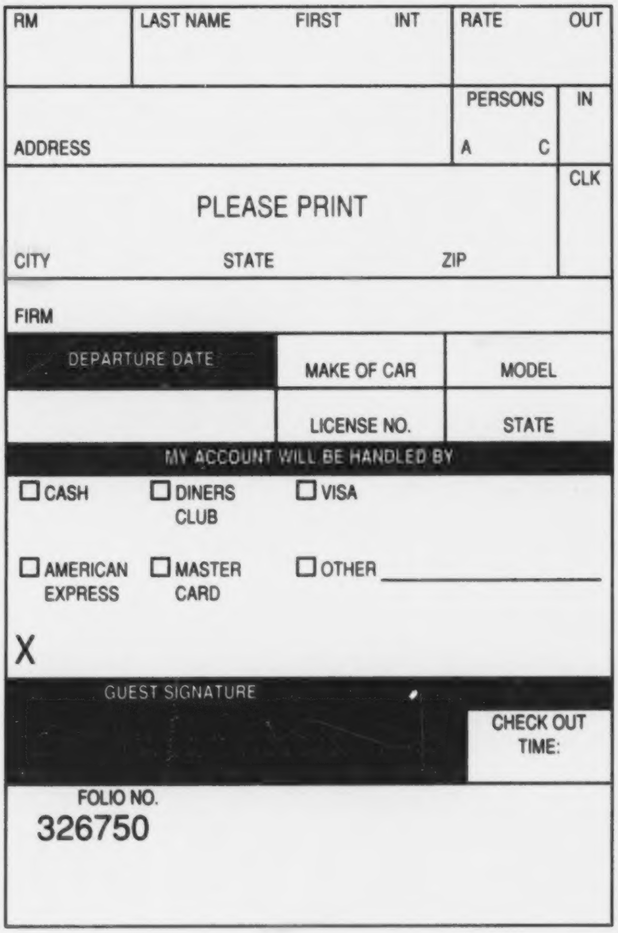
REFERENCE
CHARGES
CREDITS
BALANCE
FOLIO NO
326750
DATE
DESCRIPTION
AMOUNT
PHONE READING
OUT
IN
NO CALLS

Section 1—Pre-registration information slip

Section 2—Guest bill

Student Supplement 6

Figure 2



RM | LAST NAME | FIRST | INT | RATE | OUT

ADDRESS | PERSONS A C | IN

PLEASE PRINT

CITY | STATE | ZIP | CLK

FIRM

DEPARTURE DATE | MAKE OF CAR | MODEL

LICENSE NO. | STATE

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X

GUEST SIGNATURE

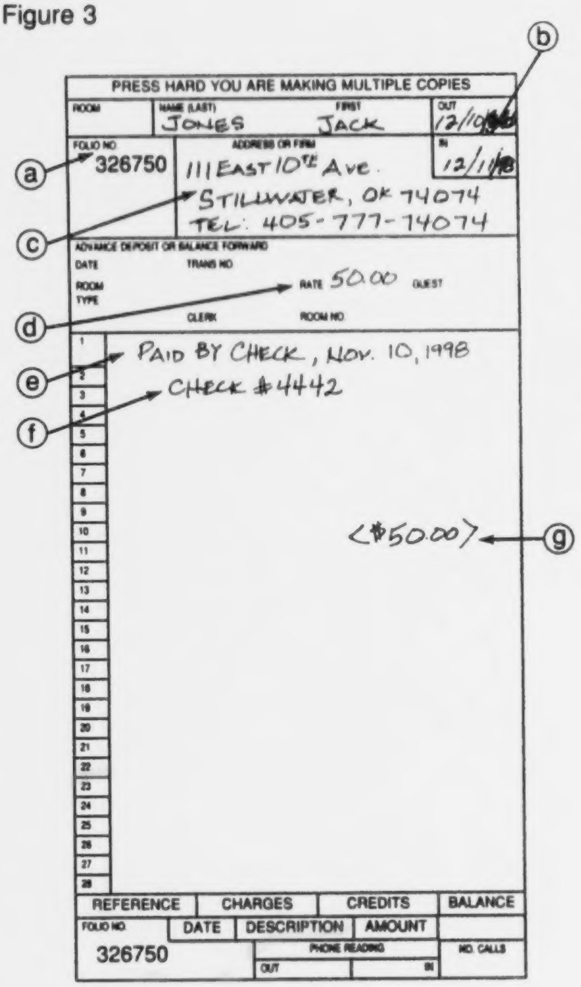
CHECK OUT TIME:

FOLIO NO.
326750

Section 3—Registration card

Student Supplement 6

Figure 3



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM

NAME (LAST) JONES

FIRST JACK

OUT 12/10/98

FOLIO NO 326750

ADDRESS OR FIRM
111 EAST 10TH AVE.
STILLWATER, OK 74074
TEL: 405-777-74074

IN 12/11/98

ADVANCE DEPOSIT OR BALANCE FORWARD

DATE

TRANS NO

ROOM TYPE

RATE 50.00

GUEST

CLERK

ROOM NO

PAID BY CHECK, NOV. 10, 1998

CHECK #4442

<$50.00>

REFERENCE	CHARGES	CREDITS	BALANCE
FOLIO NO.	DATE	DESCRIPTION	AMOUNT
326750	PHONE READING OUT	IN	NO. CALLS

- ⓐ Record guest name and address.
- ⓑ Record arrival and departure dates.
- ⓒ Record guest address and phone number and group or business association, if applicable.
- ⓓ Record quoted room rate.
- ⓔ Record method of payment/ deposit—cash or check—and date payment/deposit was received.
- ⓕ If payment/deposit was made by check, record check number.
- ⓖ Record amount of payment/deposit.

Reservations
Unit 3

Student Supplement 7—Sections 1 and 2 of Guest Folio

PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM	NAME (LAST)	FIRST	OUT
FOLIO NO. 326751	ADDRESS OR FIRM		IN

ADVANCE DEPOSIT OR BALANCE FORWARD

DATE	TRANS NO.		
ROOM TYPE		RATE	GUEST
	CLERK	ROOM NO.	

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28

REFERENCE		CHARGES	CREDITS	BALANCE
FOLIO NO.	DATE	DESCRIPTION	AMOUNT	
326751		PHONE READING OUT / IN		NO. CALLS

Reservations
Unit 3

Assignment Sheet 1—Use a Manual System to Book Reservations

Name ______________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Forms were completed accurately and neatly.	______

Introduction

One of the major responsibilities of the guest-service agent working the front desk is the taking and recording of reservations. The business of a hotel is selling rooms. And the professionalism and accuracy you display in selling (booking) rooms and in recording the booking information directly affects the business of the hotel for which you work. Your goal in this assignment sheet is to practice the skills and accuracy required in manually booking reservations.

Exercise

Directions

Review the steps in manually booking a reservation presented in Objective 7 of the information sheet and study the information presented in Student Supplement 1, "Forms Used in Booking Reservations."

Then locate the reservations log presented in Student Supplement 2 and the reservation forms in Student Supplement 3. Make two copies of the forms presented in Student Supplement 3.

Next, read the information presented in the scenario below and fill out the appropriate forms in Student Supplements 2 and 3.

Scenario

You are the guest-service agent working the front desk at the Marcum Hotel on July 1, 1998. You received the following reservations during your shift. An availability check has determined that these rooms are available on the days in question.

1. Mr. Jack Jones called to make a reservation. He will be accompanied by his wife, Jill. They will arrive at 4 p.m. on July 10, will be staying for two nights (July 10 and 11), and will be departing at 11 a.m. on July 12. Mr. Jones requested a room with a queen bed. You quoted him a $45 room rate.

Assignment Sheet 1

Mr. Jones' home address is 111 Lake Street, Kansas City, Missouri 98765. His home telephone number is 999-222-3333.

2. Mr. Tom Frena is a salesperson with the Mid-America Roofing Company. He called to make a reservation for December 28, 1998. He will be arriving at 6 p.m. and staying only the night of December 28. He will be departing by 11 a.m. on December 29. He requested a room with two twin beds and guaranteed his room with a Business Masters credit card, number 123456789122. The expiration date on his credit card is 9/99. You quoted Mr. Frena a room rate of $40.

   Mr. Frena's home address is 1500 West 7th Street, Morton, Arkansas 40604. His home telephone number is 999-222-4444. Mr. Frena's business address is 231 First Boulevard, Morton, Arkansas 40604. His business phone is 999-233-2089.

3. Ms. Mary Stevens' secretary, Ms. Joanne Phillips, mailed in a reservation request for the nights of November 23 and 24, 1998. Ms. Stevens will arrive before 6 p.m. on November 23 and will require a suite. She will depart at 8 a.m. the morning of November 25. The room rate will be $150 per night.

   Ms. Stevens is the president of the Hill Top Travel Agency, 1456 Mountain View Drive, Lindsay, South Dakota 80934. The agency telephone number is 777-888-1122. She is a regular hotel guest of the Marcum Hotel and has been preapproved by the management for a direct billing.

   Ms. Stevens' home address is 2424 Valley Road, Lindsay, South Dakota 80934. Her home phone is 777-888-2211.

4. Mr. John May phones to request a room with two queen beds for the night of November 23, 1998. Mr. May will be traveling with his son, who is 12 years old. They will arrive at 5 p.m. on the 23rd and depart by 8 a.m. on the 24th. Mr. May's home address is 1234 Main Street, Parker, New Mexico 99999. His telephone number is 165-321-0001. The room will be $50 per night and Mr. May will be sending an advance payment to guarantee the room.

Reservations
Unit 3

Assignment Sheet 2—Use a Manual System to Confirm Reservations

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Forms were completed accurately and neatly.	______

Introduction

In Objective 8 of the information sheet, you studied the steps in manually confirming a reservation, which involves completing a confirmation notice that is sent to a guest who has booked a reservation. Accuracy and neatness in completing the confirmation notice are critical because the confirmation notice is a direct written communication from the hotel to the future hotel guest. Incorrect or unreadable information can only reflect badly upon the guest's perception of the hotel.

Exercise

Directions

Review the steps in confirming a reservation presented in Objective 8 of the information sheet, and study the information presented in Student Supplement 4, "Parts of a Confirmation Notice." Then locate the confirmation notices presented in Student Supplement 5. Make two copies of Student Supplement 5. Next, read the information presented in the scenario below.

Scenario

You are the guest-service agent assigned to send confirmation notices to the four guests discussed in the scenario presented in Assignment Sheet 1. Using the information in the scenario in Assignment Sheet 1 and the information you recorded on the reservation forms you filled out in Assignment Sheet 1, complete the confirmation notices presented in Student Supplement 5. Assign the following confirmation numbers to the confirmation notices:

- Jack Jones — 2068
- Tom Frena — 2069
- Mary Stevens — 2070
- John May — 2071

Reservations
Unit 3

Assignment Sheet 3—Use a Manual System to Process Advance Payment/Deposit

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Forms were completed accurately and neatly.	______

Introduction

In Objective 9 of the information sheet, you studied the steps in manually processing advance payments/deposits by creating a guest folio. Your goal in this assignment sheet is to practice this process.

Exercise

Directions

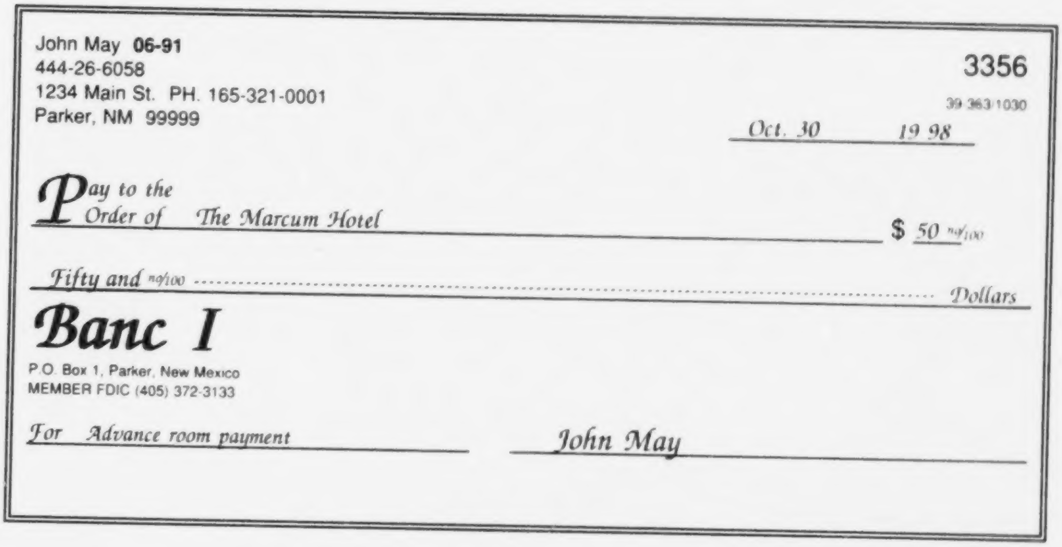
Review the steps in manually processing advance payments/deposits presented in Objective 9 of the information sheet, and then locate Student Supplement 6, "Sections of a Guest Folio," and Student Supplement 7, "Sections 1 and 2 of a Guest Folio." Next, read the information presented in the scenario below.

Scenario

You are the guest-service agent assigned to the front desk. It is November 1, 1998, and you have just received a $50 advance payment from Mr. John May (see Item 4 in the scenario in Assignment Sheet 1 for the reservation information sent by Mr. May). Mr. May has sent the check on the next page in payment. Complete the guest folio presented in Student Supplement 7 and the reservation form you filled out in previous assignments to record Mr. May's advance payment.

Assignment Sheet 3

Figure 1: Mr. May's advance payment



John May **06-91**
444-26-6058
1234 Main St. PH. 165-321-0001
Parker, NM 99999

3356

39-363/1030

Oct. 30 19 *98*

Pay to the Order of *The Marcum Hotel* $ *50 no/100*

Fifty and no/100 Dollars

Banc I

P.O. Box 1, Parker, New Mexico
MEMBER FDIC (405) 372-3133

For *Advance room payment*

John May

Reservations
Unit 3

Assignment Sheet 4—Use a Manual System to Cancel Reservations

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Forms were completed accurately and neatly.	______

Introduction

Accurately completing the cancellation process is also a very important aspect of the guest-service agent's duties. Canceling reservations lets other hotel staff members know that a room is again available for sale. Failing to cancel a reservation may mean that a room that could have been sold is not—another factor that may affect the business of the hotel for which you work.

Exercise

Directions

Review the steps in manually canceling a reservation presented in Objective 10 of the information sheet, and then locate the reservation forms and reservation logs you completed in Assignment Sheet 1. Next, study the scenario presented in Assignment Sheet 1 and the scenario presented below, and correctly record the cancellation information on the proper forms.

Scenario

You are the guest-service agent working at the Marcum Hotel on July 9, 1998. You received the following cancellations during your shift. These cancellations were made according to hotel policy.

1. Mr. Jack Jones called to cancel his reservation for July 10, 1998. If necessary, assign this account the following cancellation number: 1005.
2. Mr. Tom Frena's secretary, Ms. Anne Jackson, called from Mr. Frena's business phone number to cancel his reservation for December 28, 1998. If necessary, assign this account the following cancellation number: 1006.

Reservations
Unit 3

Assignment Sheet 5—Use a Computerized System to Handle Reservation Processes

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Reservations were booked accurately.	______
• Reservations were confirmed accurately.	______
• Advance payment/deposit was processed accurately.	______
• Reservations were canceled accurately.	______

Introduction

The steps in handling reservation processes with a computer are very similar to using a manual system—the information requested by the various computer programs is similar to the information requested on the forms used in a manual system. The advantage of the computerized system is the ease in entering, correcting, storing, and recalling reservation information. In this assignment sheet, you will practice using a computerized system in completing the reservation processes you completed manually in Assignment Sheets 1 through 4.

Exercises

Part A **Book reservations**

Directions

Your instructor will demonstrate the procedure for using the computerized reservation system available in your classroom to book reservations. Then using the scenario presented in Assignment Sheet 1, book reservations on the proper computer program.

Part B **Confirm reservations**

Directions

Your instructor will demonstrate the procedure for using the computerized reservation system available in your classroom to confirm reservations. Then using the scenario presented in Assignment Sheet 2, confirm reservations on the proper computer program.

Assignment Sheet 5

Part C	**Process advance payment/deposit**
Directions	Your instructor will demonstrate the procedure for using the computerized reservation system available in your classroom to process an advance payment/deposit. Then using the scenario presented in Assignment Sheet 3, process an advance payment/deposit on the proper computer program.
Part D	**Cancel reservations**
Directions	Your instructor will demonstrate the procedure for using the computerized reservation system available in your classroom to cancel reservations. Then using the scenario presented in Assignment Sheet 4, cancel reservations on the proper computer program.

Registration and Checkout
Unit 4

Objective Sheet

Unit objective

After completing this unit, the student should be able to pre-register and register guests, post debits and credits on guest folios, and check out guests. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match stages in a hotel's guest cycle to their correct descriptions.
2. Define types of hotel recordkeeping systems.
3. Select from a list types of recordkeeping forms used in completing pre-registration and registration, in recording financial transactions during occupancy, and in completing the checkout process in hotels using manual systems.
4. State steps in manually pre-registering guests.
5. Arrange in order steps in manually registering guests.
6. State steps in walking a guest with a guaranteed reservation.
7. State steps in manually posting debits and credits on guest folio.
8. Arrange in order steps in manually checking out guests.
9. Use a manual system to pre-register guests. (Assignment Sheet 1)
10. Use a manual system to complete guest's registration. (Assignment Sheet 2)
11. Use a manual system to post debits and credits and compute final balance on guest folio. (Assignment Sheet 3)
12. Complete a guest history. (Assignment Sheet 4)
13. Use a computerized system to pre-register and register guests and to post debits and credits and compute final balance. (Assignment Sheet 5)

Registration and Checkout
Unit 4

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below and plan classroom activities. Also note suggestions for supplemental materials.

  Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

- Obtain materials to supplement instruction of this unit.
- Select teacher components (written test and unit evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.
- Prepare classroom. Put up posters and charts and display articles and other references related to the objectives of this unit.

Delivery and application

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

Unit introduction

- Ask a hotel manager or front-office personnel to come to your classroom to demonstrate either a manual or computerized registration/checkout system.
- Provide students with objective sheet. Discuss unit and specific objectives.
- Emphasize the importance of providing efficient registration and checkout services. Explain that guests are often tired and probably pressed for time when registering and checking out and employee efficiency and accurateness during these processes showcase the hotel's professionalism. **(Listening for content; adapting to the organization's values)**

Suggested Activities

Objective 1 Match stages in a hotel's guest cycle to their correct descriptions.

- Read with students and discuss the terms and definitions presented in this section of the information sheet. Students should be able to distinguish between the terms *reservation* and *registration*, as the reservation process was discussed in Unit 3 and the registration process will be discussed in this unit. Use the artwork in the information sheet and Transparency 1, "Guest Cycle," to illustrate your discussion. **(Listening for content; applying technical terms)**

Objective 2 Define types of hotel recordkeeping systems.
Objective 3 Select from a list types of recordkeeping forms used in completing pre-registration and registration, in recording financial transactions during occupancy, and in completing the checkout process in hotels using manual systems.

- Treat Objectives 2 and 3 as a unit in discussing manual and computerized recordkeeping systems and the typical types of "forms" used to pre-register and register guests, record financial transactions, and check out guests. Illustrate the similarities of the processes in the two systems by comparing the information required on the forms in the student supplements presented in this unit to the information required on the "screens" on the computer program used in your classroom. Further explain that in the assignments in this unit, students will complete exercises using a manual recordkeeping system, but that the skills learned in using a manual system are transferable to a computerized system. **(Listening for content; applying technical terms; adapting to the organization's traditional modes of operation)**

Objective 4 State steps in manually pre-registering guests.

- Read with students the steps in manually pre-registering guests, which are presented in Objective 4 of the information sheet. Then, hand out Student Supplement 1, "Sections of a Guest Folio," and Student Supplement 2, "Steps in Completing a Guest Folio (Pre-Registration)." Discuss and demonstrate the pre-registration process, using Transparency 2, "Section 1 of a Guest Folio," to illustrate your discussion.

Suggested Activities

- Hand out Student Supplements 3 through 5 and Assignment Sheet 1, "Use a Manual System to Pre-Register Guests." Discuss with students the information presented in the student supplements and read with students the introduction and directions to the exercise in the assignment sheet. Answer any student questions and have students complete Assignment Sheet 1. **(Listening for direction; applying technical terms; adapting to the organization's traditional modes of operation)**

Objective 5 Arrange in order steps in manually registering guests.

- Read with students the steps in manually registering guests, which are presented in Objective 5 of the information sheet. Then hand out Student Supplement 6, "Items Guest Completes in Filling Out Guest Folio (Registration)," and Student Supplement 7, "Items Guest-Service Agent Completes in Filling Out Guest Folio (Registration)." Demonstrate and discuss the steps in completing registration, using Transparency 3, "Section 3 of a Guest Folio," to illustrate your discussion.

- Hand out Student Supplements 8 through 10 and Assignment Sheet 2, "Use a Manual System to Complete Guest's Registration." Discuss with students the information presented in the student supplements and read with students the introduction and directions to the exercise in the assignment sheet. Answer any student questions and have students complete Assignment Sheet 2. **(Listening for direction; applying technical terms; adapting to the organization's traditional modes of operation)**

Objective 6 State steps in walking a guest with a guaranteed reservation.

- Explain to students that 100 percent accuracy in making reservations is every hotel's goal, because the hotel's reputation is based upon meeting that goal. However, occasionally, even in the best of hotels, mistakes can be made and a customer may have to be walked. Read with students the notes and the general guidelines for walking a guest presented in the information sheet. Then discuss the policies of the hotels in your area when this situation arises. Emphasize the role of the guest-service agent in tactfully handling this unhappy situation. **(Listening for content; applying technical terms; adapting to the organization's traditional modes of operation)**

Suggested Activities

Objective 7 State steps in manually posting debits and credits on guest folio.

- Read with students the steps in manually posting debits and credits on a guest folio, which are presented in Objective 7 of the information sheet. Then, hand out Student Supplement 11, "Sample Posting." Discuss and demonstrate the process, using Transparency 4, "Section 2 of a Guest Folio," to illustrate your discussion.

- Hand out Student Supplements 11 through 14 and Assignment Sheet 3, "Use a Manual System to Post Debits and Credits and Compute Final Balance on Guest Folio." Discuss with students the information presented in the student supplements and read with students the introduction and directions to the exercise in the assignment sheet. Answer any student questions and have students complete Assignment Sheet 3. **(Listening for direction; applying technical terms; adapting to the organization's traditional modes of operation)**

Objective 8 Arrange in order steps in manually checking out guests.

- Read with students the steps in manually checking out guests, which are presented in Objective 8 of the information sheet. Then, hand out Student Supplement 15, "Steps in Completing a Guest History." Discuss and demonstrate the checkout process, using Transparency 5, "Guest History," to illustrate your discussion.

- Hand out Student Supplement 16, "Guest History for Travis Jones," and Assignment Sheet 4, "Complete a Guest History." Discuss with students the information presented in the student supplement and read with students the introduction and directions to the exercise in the assignment sheet. Answer any student questions and have students complete Assignment Sheet 4. **(Listening for direction; applying technical terms; adapting to the organization's traditional modes of operation)**

Assignment Sheet 5

- Hand out Assignment Sheet 5, "Use a Computerized System to Pre-Register and Register Guests and to Post Debits and Credits and Compute Final Balance." Read and discuss with students the introduction to the assignment.

Suggested Activities

Provide students with copies of the literature that accompanies the computer program you use in the classroom to handle pre-registration, registration, posting, and checking out processes.

Demonstrate to students the computer program used in your classroom to pre-register guests while they follow the process in the computer literature. Answer any student questions and have students complete Part A of Assignment Sheet 5.

Demonstrate to students the computer program used in your classroom to complete a guest's registration while they follow the process in the computer literature. Answer any student questions and have students complete Part B of the Assignment Sheet 5.

Demonstrate to students the computer program used in your classroom to post debits and credits and compute final balance on guest folio while they follow the process in the computer literature. Answer any student questions and have students complete Part C of Assignment Sheet 5.

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet as well as the component Answers to Assignment Sheets.
- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test and assignment-sheet scores on Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- Gray, William S., and Salvatore C. Liguori. *Hotel and Motel Management and Operations.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.
- Kasavana, Michael L., and Richard M. Brooks. Managing Front-Office Operations, 3rd. ed. East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1991.

Suggested Activities

- Steadmon, Charles E. *Managing Front Office Operations.* East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1985.
- Vallen, Jerome J. *Check In • Check Out: Principles of Effective Front Office Management.* Dubuque, Iowa: Wm. C. Brown Publishers, 1985.

Registration and Checkout
Unit 4

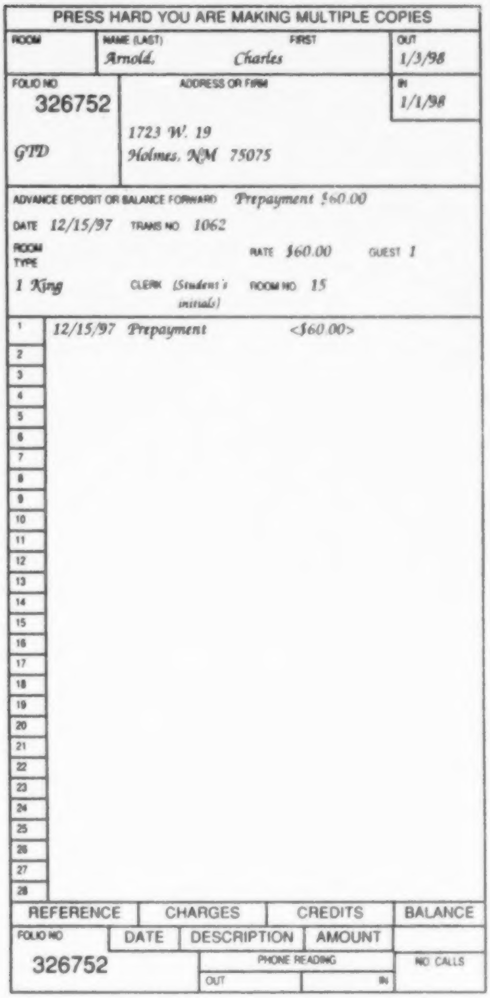
Answers to Assignment Sheets

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the items in the exercise may be evaluated using the forms on the following three pages (folios 326752, 326753, and 326754).

Answers to Assignment Sheets

Assignment Sheet 1 (continued)

Folio 326752



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM	NAME (LAST) *Arnold,* FIRST *Charles*	OUT *1/3/98*
FOLIO NO 326752 *GTD*	ADDRESS OR FIRM *1723 W. 19* *Holmes, NM 75075*	IN *1/1/98*

ADVANCE DEPOSIT OR BALANCE FORWARD *Prepayment $60.00*

DATE *12/15/97* TRANS NO *1062*

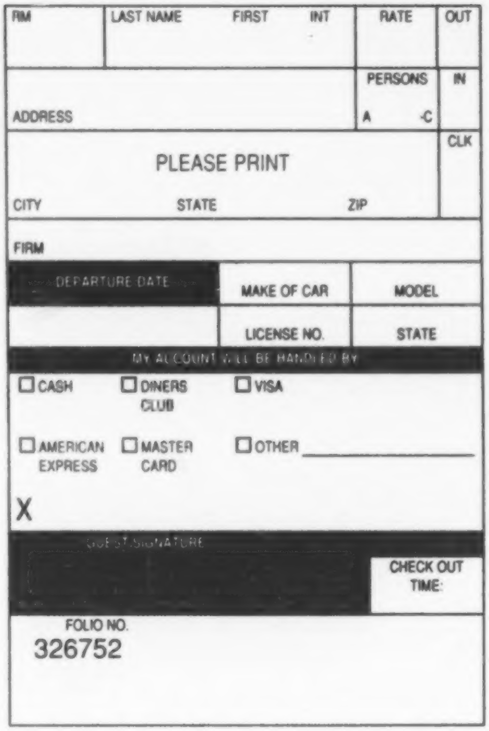
ROOM TYPE *1 King* RATE *$60.00* GUEST *1*

CLERK *(Student's initials)* ROOM NO *15*

1	*12/15/97 Prepayment <$60.00>*
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	

REFERENCE	CHARGES	CREDITS	BALANCE
FOLIO NO	DATE	DESCRIPTION	AMOUNT
326752	PHONE READING OUT	IN	NO CALLS

Pre-registration information slip and guest bill



RM	LAST NAME FIRST INT	RATE	OUT
ADDRESS		PERSONS A C	IN
PLEASE PRINT CITY STATE ZIP			CLK
FIRM			
DEPARTURE DATE	MAKE OF CAR	MODEL	
	LICENSE NO.	STATE	

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X

GUEST SIGNATURE

CHECK OUT TIME:

FOLIO NO.
326752

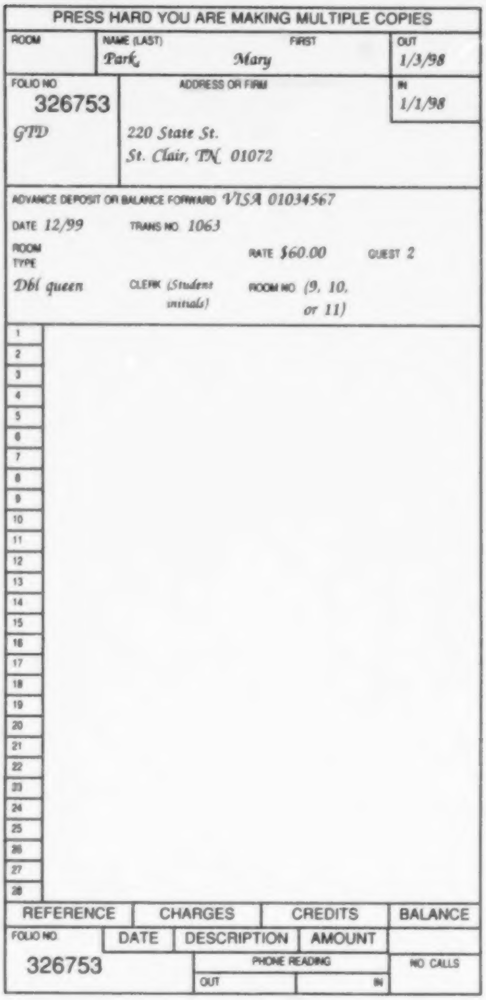
Registration card

272

Answers to Assignment Sheets

Assignment Sheet 1 (continued)

Folio 326753



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM	NAME (LAST) *Park,*	FIRST *Mary*	OUT *1/3/98*
FOLIO NO 326753 *GTD*	ADDRESS OR FIRM *220 State St.* *St. Clair, TN 01072*		IN *1/1/98*

ADVANCE DEPOSIT OR BALANCE FORWARD *VISA 01034567*

DATE *12/99* TRANS NO *1063*

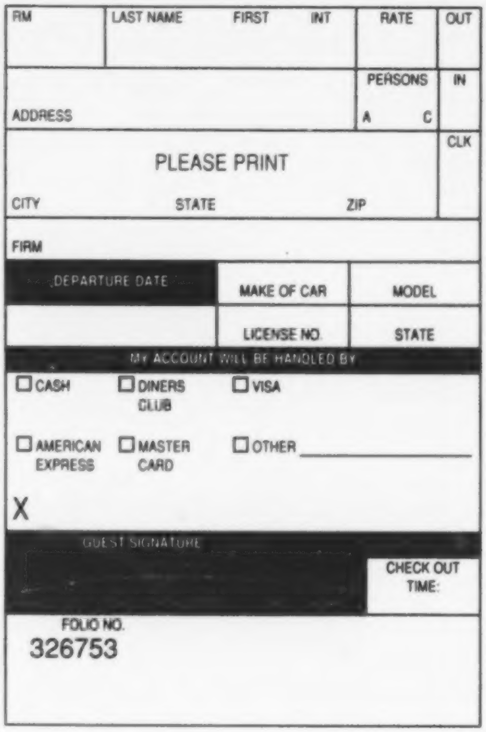
ROOM TYPE *Dbl queen* RATE *$60.00* GUEST *2*

CLERK *(Student initials)* ROOM NO *(9, 10, or 11)*

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

REFERENCE		CHARGES		CREDITS	BALANCE
FOLIO NO	DATE	DESCRIPTION		AMOUNT	
326753		PHONE READING OUT / IN			NO CALLS

Pre-registration information slip and guest bill



RM	LAST NAME	FIRST	INT	RATE	OUT
ADDRESS				PERSONS A C	IN
PLEASE PRINT CITY STATE ZIP					CLK
FIRM					
DEPARTURE DATE	MAKE OF CAR		MODEL		
	LICENSE NO.		STATE		

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X

GUEST SIGNATURE

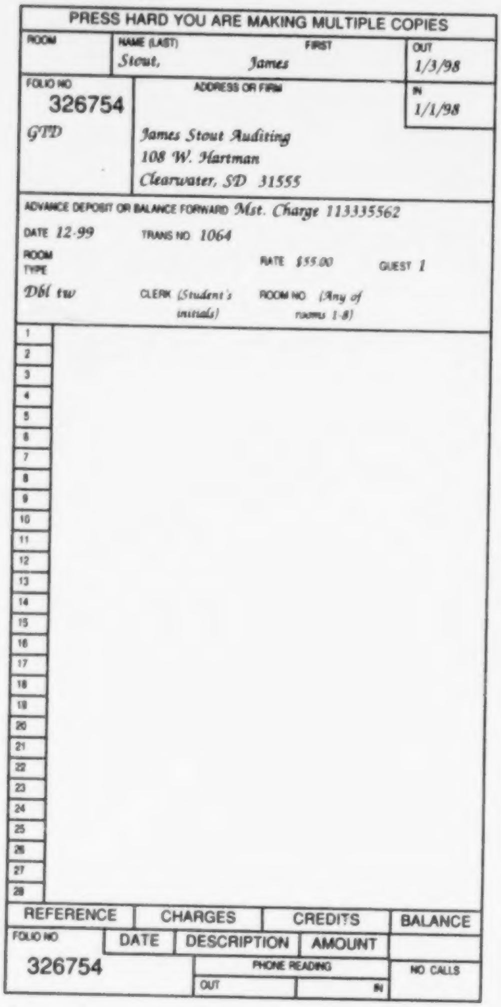
CHECK OUT TIME:

FOLIO NO.
326753

Registration card

Answers to Assignment Sheets

Folio 326754



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM

NAME (LAST) *Stout,* FIRST *James*

OUT *1/3/98*

FOLIO NO 326754

GTD

ADDRESS OR FIRM

James Stout Auditing
108 W. Hartman
Clearwater, SD 31555

IN *1/1/98*

ADVANCE DEPOSIT OR BALANCE FORWARD *Mst. Charge 113335562*

DATE *12-99* TRANS NO *1064*

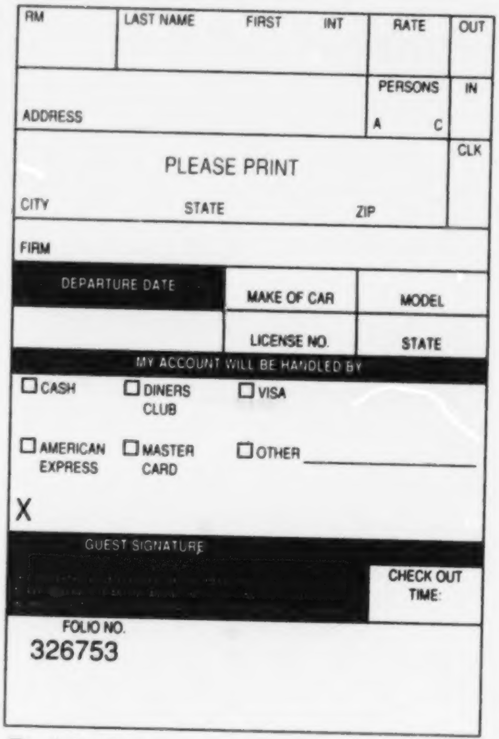
ROOM TYPE *Dbl tw* RATE *$55.00* GUEST *1*

CLERK *(Student's initials)* ROOM NO *(Any of rooms 1-8)*

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28

REFERENCE		CHARGES	CREDITS	BALANCE
FOLIO NO	DATE	DESCRIPTION	AMOUNT	
326754		PHONE READING OUT / IN		NO CALLS

Pre-registration information slip and guest bill



RM	LAST NAME	FIRST	INT	RATE	OUT
ADDRESS				PERSONS A C	IN
PLEASE PRINT CITY	STATE	ZIP			CLK
FIRM					

DEPARTURE DATE	MAKE OF CAR	MODEL
	LICENSE NO.	STATE

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X

GUEST SIGNATURE

CHECK OUT TIME:

FOLIO NO.
326753

Registration card

Answers to Assignment Sheets

Assignment Sheet 2—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the items in the exercise may be evaluated using the forms on the following three pages (folio 326690, credit-card voucher 5942320, and information form 326690).

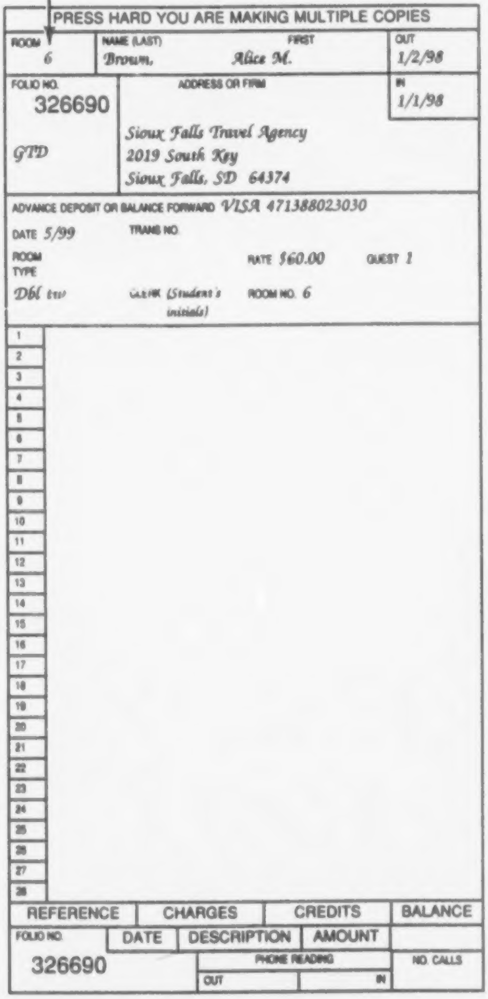
Answers to Assignment Sheets

Assignment Sheet 2 (continued)

Folio 326690

Any of the rooms 1-8

Student's initials



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

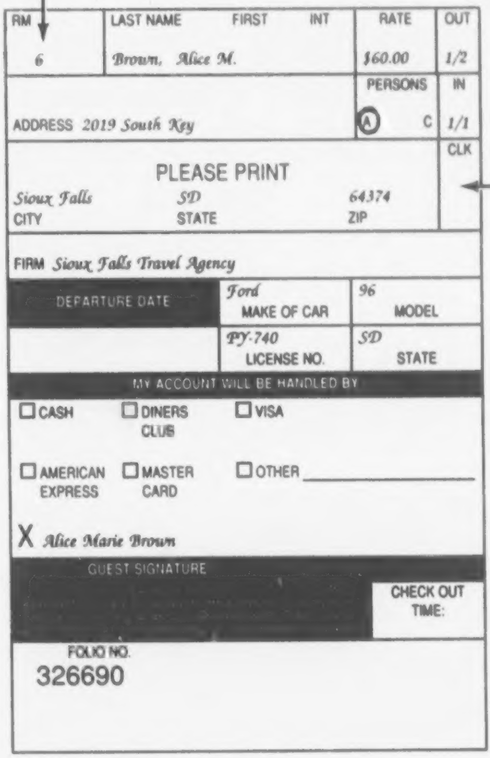
ROOM 6
NAME (LAST) Brown, FIRST Alice M.
OUT 1/2/98
FOLIO NO. 326690
GTD
ADDRESS OR FIRM
Sioux Falls Travel Agency
2019 South Key
Sioux Falls, SD 64374
IN 1/1/98

ADVANCE DEPOSIT OR BALANCE FORWARD VISA 471388023030
DATE 5/99 TRANS NO.
ROOM TYPE Dbl tw
RATE $60.00 GUEST 1
CLERK (Student's initials) ROOM NO. 6

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

REFERENCE CHARGES CREDITS BALANCE
FOLIO NO. 326690 DATE DESCRIPTION AMOUNT
PHONE READING OUT IN
NO. CALLS

Pre-registration information slip and guest bill



RM 6
LAST NAME FIRST INT Brown, Alice M.
RATE $60.00
OUT 1/2
ADDRESS 2019 South Key
PERSONS [✓ A] C
IN 1/1
PLEASE PRINT
CITY Sioux Falls
STATE SD
ZIP 64374
CLK
FIRM Sioux Falls Travel Agency
DEPARTURE DATE
MAKE OF CAR Ford
MODEL 96
LICENSE NO. PY-740
STATE SD

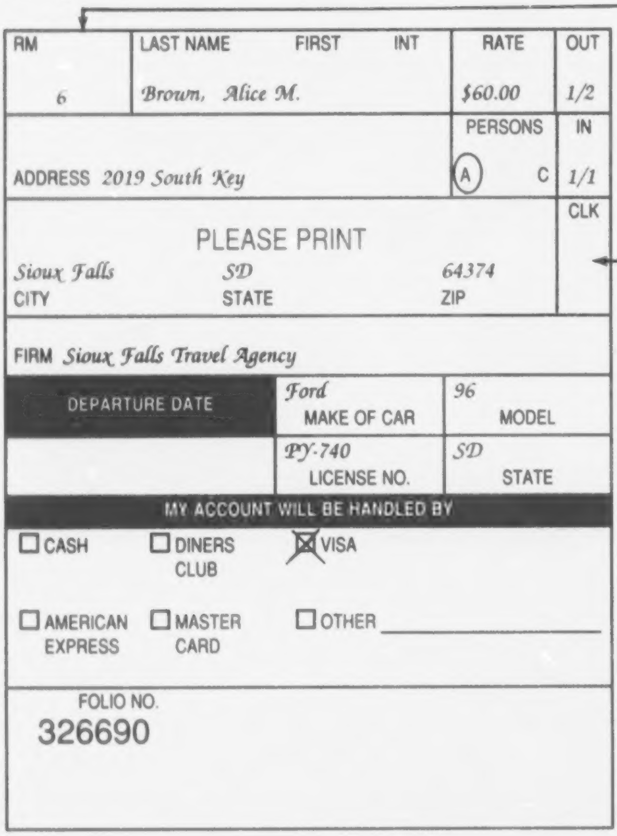
MY ACCOUNT WILL BE HANDLED BY
☐ CASH ☐ DINERS CLUB ☐ VISA
☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X Alice Marie Brown
GUEST SIGNATURE
CHECK OUT TIME:
FOLIO NO. 326690

Registration card

Answers to Assignment Sheets

Assignment Sheet 2 (continued)



Any of the rooms 1-8

Student's initials

RM 6	LAST NAME FIRST INT *Brown, Alice M.*	RATE *$60.00*	OUT *1/2*
ADDRESS *2019 South Key*		PERSONS [✓ A] C	IN *1/1*
PLEASE PRINT *Sioux Falls* CITY	*SD* STATE	*64374* ZIP	CLK
FIRM *Sioux Falls Travel Agency*			
DEPARTURE DATE	*Ford* MAKE OF CAR	*96* MODEL	
	PY-740 LICENSE NO.	*SD* STATE	

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☒ VISA

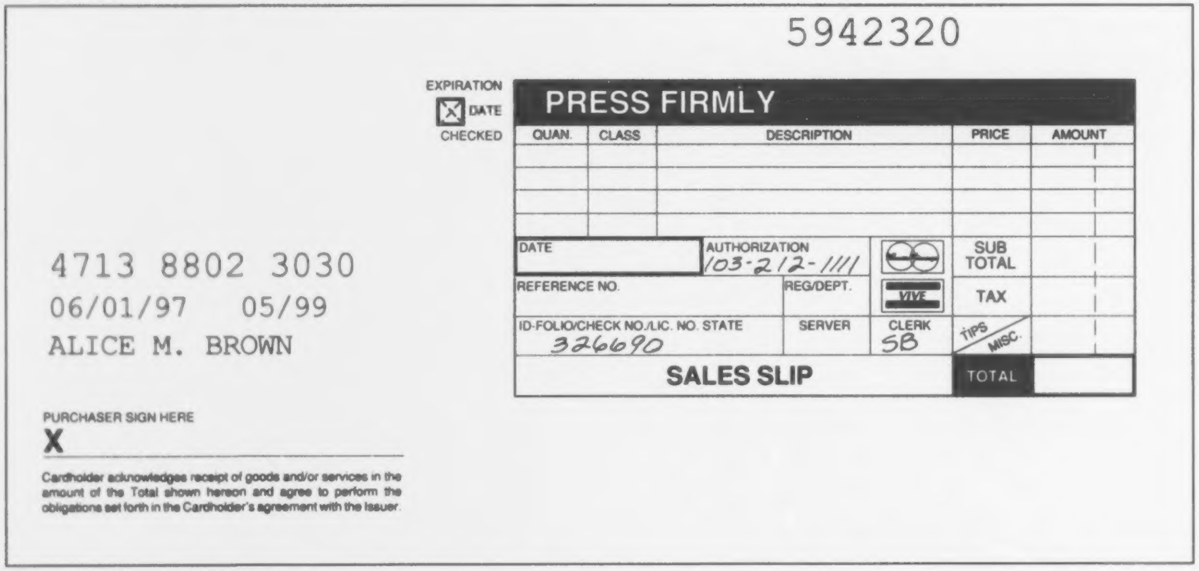
☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

FOLIO NO.
326690

Information form

Answers to Assignment Sheets

Assignment Sheet 2 (continued)



5942320

EXPIRATION
☒ DATE
CHECKED

PRESS FIRMLY

QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT

DATE		AUTHORIZATION 103-212-1111		SUB TOTAL	
REFERENCE NO.	REG/DEPT.		VIVE	TAX	
ID-FOLIO/CHECK NO./LIC. NO. STATE 326690	SERVER	CLERK SB		TIPS MISC.	
SALES SLIP				TOTAL	

4713 8802 3030
06/01/97 05/99
ALICE M. BROWN

PURCHASER SIGN HERE
X

Cardholder acknowledges receipt of goods and/or services in the amount of the Total shown hereon and agree to perform the obligations set forth in the Cardholder's agreement with the Issuer.

Credit-card voucher

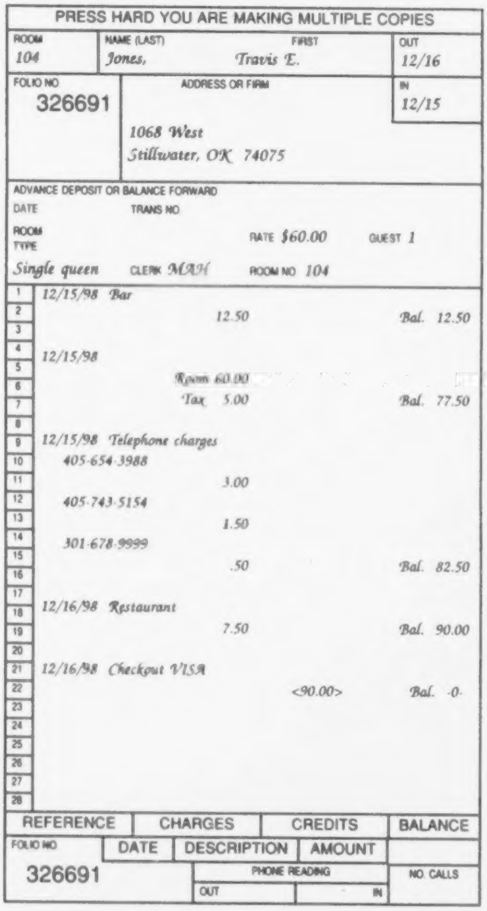
Answers to Assignment Sheets

Assignment Sheet 3—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the items in the exercise may be evaluated using the form on the following page (folio 326691).

Answers to Assignment Sheets

Assignment Sheet 3 (continued)

Folio 326691



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM 104
NAME (LAST) Jones, FIRST Travis E.
OUT 12/16
FOLIO NO 326691
ADDRESS OR FIRM 1068 West
Stillwater, OK 74075
IN 12/15

ADVANCE DEPOSIT OR BALANCE FORWARD
DATE
TRANS NO
ROOM TYPE Single queen
RATE $60.00
GUEST 1
CLERK MAH
ROOM NO 104

12/15/98 Bar
12.50 Bal. 12.50

12/15/98
Room 60.00
Tax 5.00 Bal. 77.50

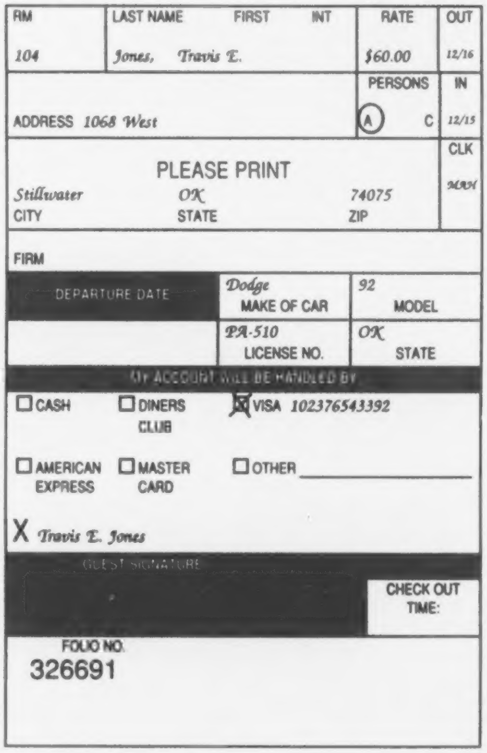
12/15/98 Telephone charges
405-654-3988
3.00
405-743-5154
1.50
301-678-9999
.50 Bal. 82.50

12/16/98 Restaurant
7.50 Bal. 90.00

12/16/98 Checkout VISA
<90.00> Bal. -0-

REFERENCE	CHARGES	CREDITS	BALANCE
FOLIO NO 326691	DATE	DESCRIPTION	AMOUNT
	PHONE READING OUT	IN	NO. CALLS

Pre-registration information slip and guest bill



RM 104
LAST NAME FIRST INT Jones, Travis E.
RATE $60.00
OUT 12/16
ADDRESS 1068 West
PERSONS [✓ A] C
IN 12/15

PLEASE PRINT
CITY Stillwater
STATE OK
ZIP 74075
CLK MAH

FIRM

DEPARTURE DATE
MAKE OF CAR Dodge
MODEL 92
LICENSE NO. PA-510
STATE OK

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☒ VISA 102376543392

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X Travis E. Jones

GUEST SIGNATURE

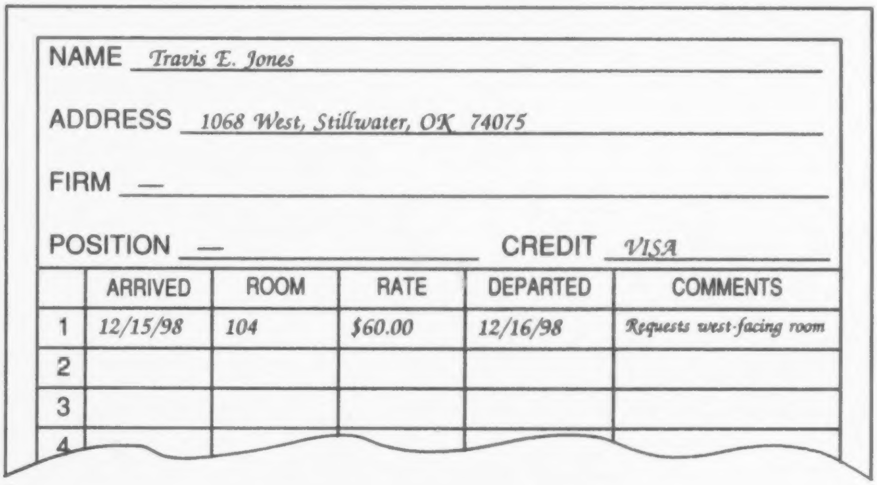
CHECK OUT TIME:

FOLIO NO. 326691

Registration card

Answers to Assignment Sheets

Assignment Sheet 4—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the items in the exercise may be evaluated using the form below (guest history).



NAME *Travis E. Jones*

ADDRESS *1068 West, Stillwater, OK 74075*

FIRM —

POSITION — CREDIT *VISA*

	ARRIVED	ROOM	RATE	DEPARTED	COMMENTS
1	*12/15/98*	*104*	*$60.00*	*12/16/98*	*Requests west-facing room*
2					
3					
4					

Assignment Sheet 5—Student performance should be evaluated according to the criteria listed on the assignment sheet.

Registration and Checkout
Unit 4

Answers to Written Test

1. a. 4
   b. 1
   c. 2
   d. 3

2. a. Hotel recordkeeping system relying on handwritten forms to record guest information and transactions
   b. Computer-based hotel recordkeeping system using specialized hotel-industry software programs that record and store guest information and transactions

3. a. 1, 2, 3
   b. 1, 2, 4, 5
   c. 1, 4, 6, 7, 8
   d. 1, 4, 9

4. a. Collect reservation forms from reservation files and obtain guest folios.
   b. Using information from the reservation forms, complete top portion of each guest folio for the day's arrivals.
   c. Check reservation form to determine reservation status and mark or stamp folio accordingly.
   d. Check availability in reservation record and make tentative room assignment for each guest.
   e. File reservation forms and guest folios.

5. a. 6
   b. 7
   c. 1
   d. 9
   e. 12
   f. 4
   g. 8
   h. 10
   i. 11
   j. 2
   k. 3
   l. 5

6. a. Confirm the guest's reservation information by checking the date of the reservation and the name of the hotel.
   b. If the guest's reservation information is confirmed, check the reservation files for another spelling of the guest's last name or to see if the guest's first and last names may have been reversed when the reservation was filed.
   c. Follow hotel policy if there seems to be no alternative to walking the guest.

Answers to Written Test

7. a. Obtain guest folio from appropriate folio tray.
   b. Check voucher for accuracy.
   c. Record debit or credit in proper column on folio.
   d. Compute current account balance after each debit or credit is posted and record balance in proper column on folio.
   e. Attach debit or credit voucher to folio and file folio in folio tray.

8. a. 6
   b. 3
   c. 1
   d. 5
   e. 11
   f. 10
   g. 2
   h. 4
   i. 8
   j. 9
   k. 7

Registration and Checkout
Unit 4

Written Test

Name ____ Score ________________

1. Match stages in a hotel's guest cycle to their correct descriptions. Write the numbers on the blanks provided.

   ______a. Guest vacates room, settles account, returns room key, and departs hotel

   ______b. Guest contacts hotel, informs hotel personnel of planned stay, provides hotel with personal information, and selects method of payment

   ______c. Guest arrives at hotel, provides/confirms reservation information, approves/confirms room type and room rate, confirms method of payment, and receives room key

   ______d. Guest arrives at room, occupies room, and begins stay

   1. Reservation
   2. Registration
   3. Occupancy
   4. Checkout

2. Define types of hotel recordkeeping systems. Write your answers on the blanks provided beside each of the terms below.

   a. Manual—____

   ____

   ____

   ____

   b. Computerized—____

   ____

   ____

   ____

   ____

Written Test

3. Select from the following list types of recordkeeping forms used in completing pre-registration and registration, in recording financial transactions during occupancy, and in completing the checkout process in hotels using manual systems. Write the correct number of each form on the blank provided before each of the phrases below. Some answers may be used more than once. Blanks will contain more than one answer.

____________a. Forms used in completing pre-registration

____________b. Forms used in completing registration

____________c. Forms used in recording financial transactions during occupancy

____________d. Forms used in completing checkout

Forms

1. Guest folio
2. Reservation record
3. Reservation form
4. Credit-card voucher
5. Information form
6. Charge voucher
7. Cash voucher
8. Transfer voucher
9. Guest history

4. State steps in manually pre-registering guests. Write your answers on the blanks provided below.

a. Step 1: ____

____

____

b. Step 2: ____

____

____

c. Step 3: ____

____

____

d. Step 4: ____
____
____

e. Step 5: ____
____
____

5. Arrange in order the steps in manually registering guests. Write the numbers (1 through 12) on the blanks provided. Items continue on the next page.

______a. Check availability in reservation record, assign confirmed guestroom number, and record on Sections 1 and 3 of guest folio.

______b. Issue room key(s).

______c. Greet guest with an appropriate greeting phrase.

______d. If method of payment is to be by credit card, call appropriate credit-card company, obtain an authorization number, and record authorization number on credit-card voucher.

______e. File information form(s) and guest folio.

______f. Have guest confirm method of payment, room type, room rate, and length of stay by completing guest-signature portion of guest folio.

______g. Supply guest with information about hotel's guest services and provide guest with directions to his or her room, or notify bell person to escort guest to room.

______h. Complete remaining portions of guest folio.

______i. Using information from Section 3 of the guest folio, complete information form(s), if necessary.

______j. Ask guest to supply his or her name and reservation status.

______k. If guest has a reservation, obtain prepared guest folio from holding bucket and have guest complete registration information on bottom section of folio; if guest is a walk-in, obtain blank folio and have guest complete registration information at bottom of guest folio.

Written Test

______ l. If guest is paying by credit card, obtain a credit-card voucher, request guest credit card, check expiration date, and make an imprint of the card on credit-card voucher; write folio number in ID/folio-check section on credit-card voucher and attach credit-card voucher to guest folio.

6. State steps in walking a guest with a guaranteed reservation. Write your answers on the blanks provided.

   a. Step 1: ______________________________
   ____
   ____

   b. Step 2: ______________________________
   ____
   ____

   c. Step 3: ______________________________
   ____
   ____

7. State steps in manually posting debits and credits on guest folio. Write your answers on the blanks provided.

   a. Step 1: ______________________________
   ____

   b. Step 2: ______________________________
   ____

   c. Step 3: ______________________________
   ____

   d. Step 4: ______________________________
   ____

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Written Test

e. Step 5: ____

____

8. Arrange in order the steps in manually checking out guests. Write the numbers (1 through 11) on the blanks provided.

______a. Compute final balance.

______b. Obtain guest folio from folio tray and allow guest to review postings.

______c. Greet guest with an appropriate greeting phrase.

______d. Confirm payment method.

______e. File folio and guest history.

______f. Complete guest history from information on folio.

______g. Ask guest for his or her last name and for room key(s).

______h. While guest reviews folio, look for last-minute charges, messages, or mail and ask guest about his or her stay.

______i. Provide guest with guest copy of folio; retain hotel's copy.

______j. Thank the guest for staying in the hotel and offer a proper parting phrase asking the guest to return for another stay.

______k. Receive and process payment.

Permission to duplicate this test is granted.

Registration and Checkout
Unit 4

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Use a Manual System to Pre-Register Guests Rating _____

Comments: ______________________________

____

____

Assignment Sheet 2—Use a Manual System to Complete Guest's Registration Rating _____

Comments: ______________________________

____

____

Assignment Sheet 3—Use a Manual System to Post Debits and Credits and Compute Final Balance on Guest Folio Rating _____

Comments: ______________________________

____

____

Assignment Sheet 4—Complete a Guest History Rating _____

Comments: ______________________________

____

____

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Unit Evaluation Form

Assignment Sheet 5—Use a Computerized System to Pre-Register and Register Guests and to Post Debits and Credits and Compute Final Balance

Rating ______

Comments: ____________________

____

____

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____________________

____

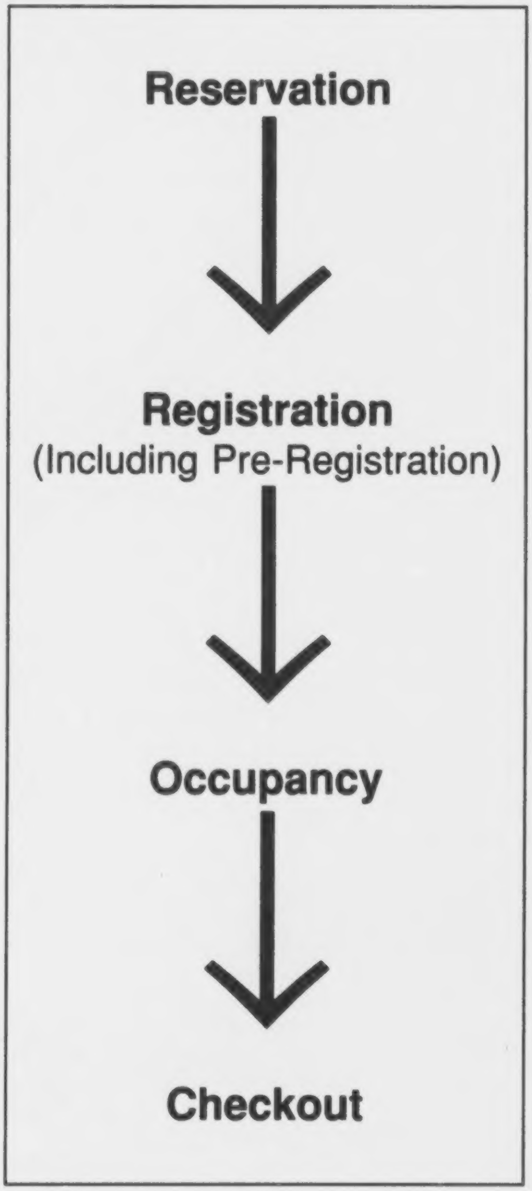
____

Teacher signature ____________________ Date ____________

Student signature ____________________ Date ____________

Permission to duplicate this form is granted.

Guest Cycle



Reservation

Registration
(Including Pre-Registration)

Occupancy

Checkout

Section 1 of a Guest Folio—
Pre-Registration Information Slip

PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM	NAME (LAST)	FIRST	OUT
FOLIO NO. 326751	ADDRESS OR FIRM		IN

ADVANCE DEPOSIT OR BALANCE FORWARD

DATE

TRANS. NO

ROOM TYPE

RATE

GUEST

CLERK

ROOM NO.

Registration and Checkout, Unit 4
Teacher Page 31

TM 2

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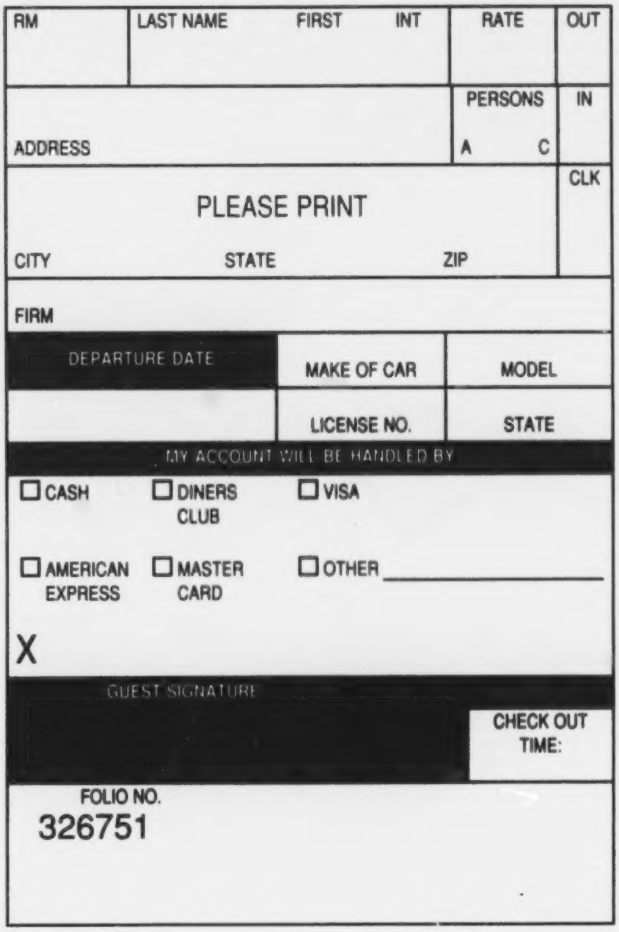
Section 3 of a Guest Folio—Registration Card



RM | LAST NAME | FIRST | INT | RATE | OUT

ADDRESS | PERSONS A C | IN

PLEASE PRINT

CITY | STATE | ZIP | CLK

FIRM

DEPARTURE DATE | MAKE OF CAR | MODEL

LICENSE NO. | STATE

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X

GUEST SIGNATURE

CHECK OUT TIME:

FOLIO NO.
326751

Section 2 of a Guest Folio— Guest Bill

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	

REFERENCE		CHARGES	CREDITS	BALANCE
FOLIO NO.	DATE	DESCRIPTION	AMOUNT	
326751		PHONE READING		NO. CALLS
		OUT	IN	

Guest History

NAME ______________________________

ADDRESS ______________________________

FIRM ______________________________

POSITION ________________ CREDIT ____________

	ARRIVED	ROOM	RATE	DEPARTED	COMMENTS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

Registration and Checkout
Unit 4

Information Sheet

1. **Stages in a hotel's guest cycle and their descriptions** (see Figure 1)

   - **Stage 1: Reservation**—Guest contacts hotel, informs hotel personnel of planned stay, provides hotel with personal information, and selects method of payment

     Note: The hotel reservation process is presented in Unit 3, "Reservations," of this publication.

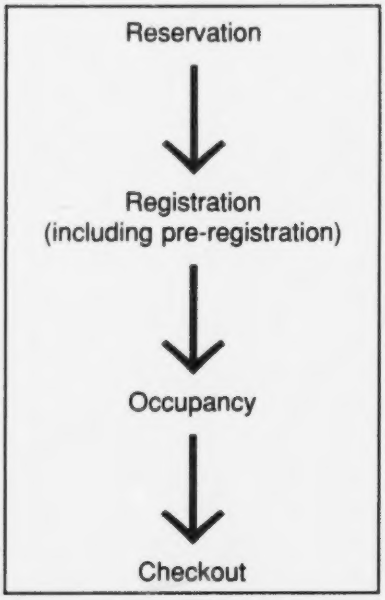
   - **Stage 2: Registration**—Guest arrives at hotel (with a reservation or as a walk-in), provides/confirms reservation information, approves/confirms room type and room rate, confirms method of payment, and receives room key

     Note: For guests with reservations, the hotel's front-desk personnel perform *pre-registration*, during which some of the forms required at registration are filled out before the guest arrives. This means that the registration process is shortened as the guest only confirms pre-recorded information.

   - **Stage 3: Occupancy**—Guest arrives at room, occupies room, and begins stay

   - **Stage 4: Checkout**—Guest vacates room, settles account, returns room key, and departs hotel

Figure 1



Information Sheet

2. Types of hotel recordkeeping systems and their definitions

- **Manual**—Hotel recordkeeping system relying on handwritten forms to record guest information and transactions

  Note: The forms used in manual systems are the forms traditionally used in the hotel industry, and are still often simulated in computer software programs designed for the hotel industry.

- **Computerized**—Computer-based hotel recordkeeping system using specialized hotel-industry software programs that record and store guest information and transactions

3. Types of recordkeeping forms used in completing pre-registration and registration, in recording financial transactions during occupancy, and in completing the checkout process in hotels using manual systems

a. Forms used in completing pre-registration

Note: During pre-registration, the guest-service agent uses the reservation form to begin preparing a guest folio before a guest's arrival.

- **Guest folio** (see Student Supplements 1, 2, and 5)

  Note: A *folio* consists of three sections: (1) the pre-registration information slip, the guest bill, and the registration card. The guest-bill section is a record of all the charges (debits) and payments (credits) recorded (posted) on a guest account during his or her hotel stay.

- **Reservation record** (reservation log, reservation book, room availability chart) (see Student Supplement 3)

- **Reservation form** (see Student Supplement 4)

  Note: The reservation form is created during the reservation process (see Unit 3, "Reservations"). The reservation form contains reservation data including a guest's personal information (name, address, phone number, etc.), day of arrival, length of stay, number of people staying in room, type of room requested, quoted rate, type of reservation (guaranteed or non-guaranteed), date reservation was taken, and the agent's initials.

b. Forms used in completing registration

- **Guest folio** (see Student Supplements 6, 7, and 8)
- **Reservation record** (see Student Supplement 3)

Information Sheet

- **Credit-card voucher** (see Student Supplement 9)

  Note: Credit-card vouchers are used to document the method of payment used by a guest in settling his or her account. A credit-card voucher documents a credit-card payment.

- **Information form** (information slip) (see Student Supplement 10)

  Note: In some hotels using manual systems, the agent creates an information form (slip) on each guest. Information forms (slips) are used by the front-desk personnel and other staff members (PBX operator for example) to easily locate hotel guests' room numbers.

c. **Forms used in recording financial transactions during occupancy**

- **Guest folio**
- **Charge voucher** (see Student Supplement 13)

  Note: Charge vouchers are used in manual systems to document guest charges posted on the guest folio.

- **Credit-card voucher**
- **Cash voucher**
- **Transfer voucher**

  Note: Cash and transfer vouchers are also used to document the method of payment used by a guest in settling his or her account. As a credit-card voucher documents a credit-card payment, a cash voucher documents a cash payment, and a transfer voucher documents a direct billing.

d. **Forms used in completing checkout**

- **Guest folio** (see Student Supplement 12)
- **Credit-card voucher** (see Student Supplement 14)
- **Guest history** (see Student Supplements 15 and 16)

  Note: A guest history includes information helpful to marketing and sales and in registering return guests.

Information Sheet

4. Steps in manually pre-registering guests

- **Step 1:** Collect reservation forms from reservation files and obtain guest folios.

  Note: Reservation forms are usually filed under the day's date in a reservation box in the front-office area.

- **Step 2:** Using information from the reservation forms, complete top portion (Section 1) of each guest folio for the day's arrivals.

  Note: Each folio is numbered and is at least a two-copy form; one copy (the hard copy) is used by the front office as a record of a guest's stay; one copy is given to the guest during checkout. Folios are usually divided into three sections (see Student Supplement 1). For guests with reservations, the top portion (Section 1) is completed by the guest-service agent prior to the guest's arrival (see Student Supplement 2).

- **Step 3:** Check reservation form to determine reservation status (guaranteed or non-guaranteed) and mark or stamp folio accordingly (see Student Supplement 2)

- **Step 4:** Check availability in reservation record and make tentative room assignment for each guest.

  Note: Make tentative room assignments based on the type of room requested on the reservation form and to accommodate any special requests made by the guest during the reservation process. Record room assignments on Section 1 of folio (see Student Supplement 2).

- **Step 5:** File reservation forms and guest folios.

  Note: Reservation forms and guest folios completed during pre-registration are stored in alphabetical order by the guest's last name in a holding file or "bucket" in the front-office area.

5. Steps in manually registering guests

- **Step 1:** Greet guest with an appropriate greeting phrase.

  Example: "Good morning. My name is -----, may I help you?"

- **Step 2:** Ask guest to supply his or her name and reservation status.

- **Step 3:** If guest has a reservation, obtain prepared guest folio from holding bucket and have guest complete registration information on bottom section of folio (see Student Supplement 1 and Student Supplement 6); if guest is a walk-in, obtain blank folio and have guest complete registration information at bottom of guest folio.

Information Sheet

- **Step 4:** Have guest confirm method of payment, room type, room rate, and length of stay by completing guest-signature portion (Section 3) of guest folio (see Student Supplement 6).

  Note: When signed by the guest, Section 3 of the guest folio serves as a legal contract between the hotel and the guest. It is a confirmation that the guest will pay for the services rendered by the hotel.

- **Step 5:** If guest is paying by credit card, obtain a credit-card voucher, request guest credit card, check expiration date, and make an imprint of the card on credit-card voucher; write folio number in ID/folio-check section on credit-card voucher and attach credit-card voucher to guest folio.

- **Step 6:** Check availability in reservation record, assign confirmed guestroom number, and record on Sections 1 and 3 of guest folio.

- **Step 7:** Issue room key(s).

- **Step 8:** Supply guest with information about hotel's guest services and provide guest with directions to his or her room, or notify bell person to escort guest to room.

  Note: Be positive in your discussion of the hotel and its services.

- **Step 9:** If method of payment is to be by credit card, call appropriate credit-card company, obtain an authorization number (authorization code), and record authorization number on credit-card voucher.

  Note: An authorization number or code issued by a credit-card company guarantees the hotel payment.

- **Step 10:** Complete remaining portions of guest folio (see Student Supplements 1 and 7).

- **Step 11:** Using information from Section 3 of guest folio, complete information form(s), if necessary.

- **Step 12:** File information form(s) and guest folio.

  Note: An information form is sometimes filed on an information rack in the front-office area, where each form is filed alphabetically by the guest's last name. Other information files may be located in areas such as the PBX office.

Information Sheet

6. Steps in walking a guest with a guaranteed reservation

Note: Although most hotels do not *overbook* (take more reservations than availability will allow), reservation mistakes sometimes happen and an overbooking occurs, forcing the staff to *walk* (turn away) a guest with a guaranteed reservation. This is a very delicate situation that the guest-service agent must handle with a great deal of poise and tact.

- **Step 1:** Confirm the guest's reservation information by checking the date of the reservation and the name of the hotel.

  Note: The guest may have arrived on the wrong date, or may even be in the wrong hotel.

- **Step 2:** If the guest's reservation information is confirmed, check the reservation files for another spelling of the guest's last name or to see if the guest's first and last names may have been reversed when the reservation was filed.

  Note: Occasionally, a guest-service agent taking a reservation by phone will misunderstand the guest's pronunciation of his or her last name, or will reverse the person's first and last name.

- **Step 3:** Follow hotel policy if there seems to be no alternative to walking the guest.

  Note: Most policies dictate that a *walked guest* be turned over to the manager, who explains the situation in private. Usually, the manager will find the guest a comparable room in another hotel and the hotel will pay for the first night of the guest's stay in the alternate hotel, the cost of the transportation to the hotel, and for one phone call when the guest arrives at the hotel.

7. Steps in manually posting debits and credits on guest folio

Note: Debits and credits are posted immediately upon the receipt or completion of charge, cash, transfer, or credit-card vouchers.

- **Step 1:** Obtain guest folio from appropriate folio tray.

- **Step 2:** Check voucher for accuracy.

- **Step 3:** Record (post) debit or credit in proper column on folio (see Student Supplement 11).

  Note: A *credit* is a payment made on a guest's bill. A *debit* is a charge added to a guest's bill. In a manual system, each debit or credit is handwritten and is documented through the use of vouchers attached to the folio.

Information Sheet

- **Step 4:** Compute current account balance after each debit or credit is posted and record balance in proper column on folio (see Student Supplement 11).

  Note: The account balance should be computed immediately when a debit or credit is posted. At the end of the business day, the folio is reviewed and audited and room, tax, and any other fixed charges (telephone-usage fee, for example) are posted and the balance is carried forward.

- **Step 5:** Attach debit or credit voucher to folio and file in folio tray.

8. Steps in manually checking out guests

- **Step 1:** Greet guest with an appropriate greeting phrase.

  Example: "Good afternoon. My name is -----, how may I help you?"

- **Step 2:** Ask guest for his or her last name and for room key(s).

- **Step 3:** Obtain guest folio from folio tray and allow guest to review postings.

- **Step 4:** While guest reviews folio, look for last-minute charges, messages, or mail and ask guest about his or her stay.

- **Step 5:** Confirm payment method (credit card, cash or check, direct billing).

- **Step 6:** Compute final balance.

- **Step 7:** Receive and process payment.

  Note: If guest is settling an account by credit card, you must have the guest sign the credit-card voucher at checkout. If charges are to be billed to a particular group, determine whether all charges may be billed to the coordinator of the group or only room charges may be billed to the group coordinator while the guest must pay individual miscellaneous charges.

  — If guest is paying with cash or by check, record method of payment on folio and record payment on income sheet.

  — If guest charges are to be billed directly, follow hotel policy.

    Note: Direct billings are usually pre-approved by management prior to checkin and a list of approved accounts is kept at the front desk. Approved guest merely signs the folio at checkout.

- **Step 8:** Provide guest with guest copy of folio; retain hotel's copy.

Information Sheet

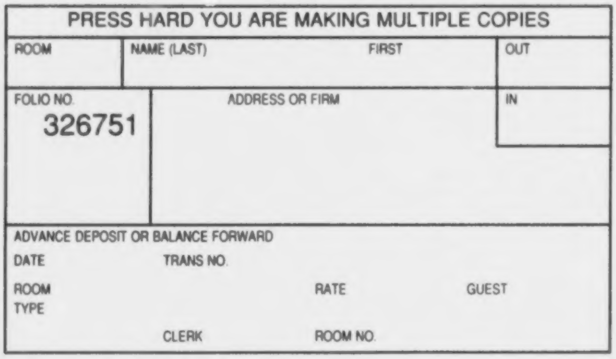
- **Step 9:** Thank the guest for staying in the hotel and offer a proper parting phrase asking the guest to return for another stay.
- **Step 10:** Complete guest history (see Student Supplement 15) from information on folio.
- **Step 11:** File folio and guest history.

Registration and Checkout
Unit 4

Student Supplement 1—Sections of a Guest Folio

Section 1—Pre-registration information slip

- For guest with reservation, completed by guest-service agent during pre-registration
- For walk-in guest, completed by guest-service agent as part of registration after guest completes Section 3



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM
NAME (LAST)
FIRST
OUT

FOLIO NO.
326751
ADDRESS OR FIRM
IN

ADVANCE DEPOSIT OR BALANCE FORWARD
DATE
TRANS NO.
ROOM TYPE
RATE
GUEST
CLERK
ROOM NO.

Student Supplement 1

Section 2—Guest bill

- Completed by guest-service agent posting debits and credits during guest stay (occupancy)

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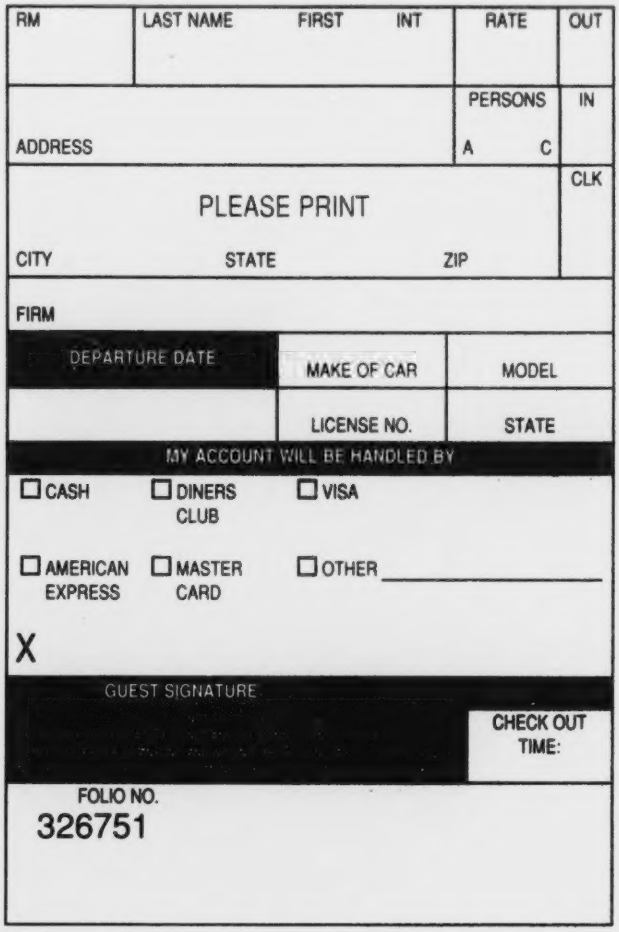
REFERENCE	CHARGES		CREDITS	BALANCE
FOLIO NO.	DATE	DESCRIPTION	AMOUNT	
326751	PHONE READING			NO. CALLS
	OUT		IN	

Student Supplement 1

Section 3—Registration card

- Completed by guest-service agent and guest during registration.



RM	LAST NAME FIRST INT	RATE	OUT
ADDRESS		PERSONS A C	IN
PLEASE PRINT CITY STATE ZIP			CLK
FIRM			
DEPARTURE DATE	MAKE OF CAR	MODEL	
	LICENSE NO.	STATE	

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X

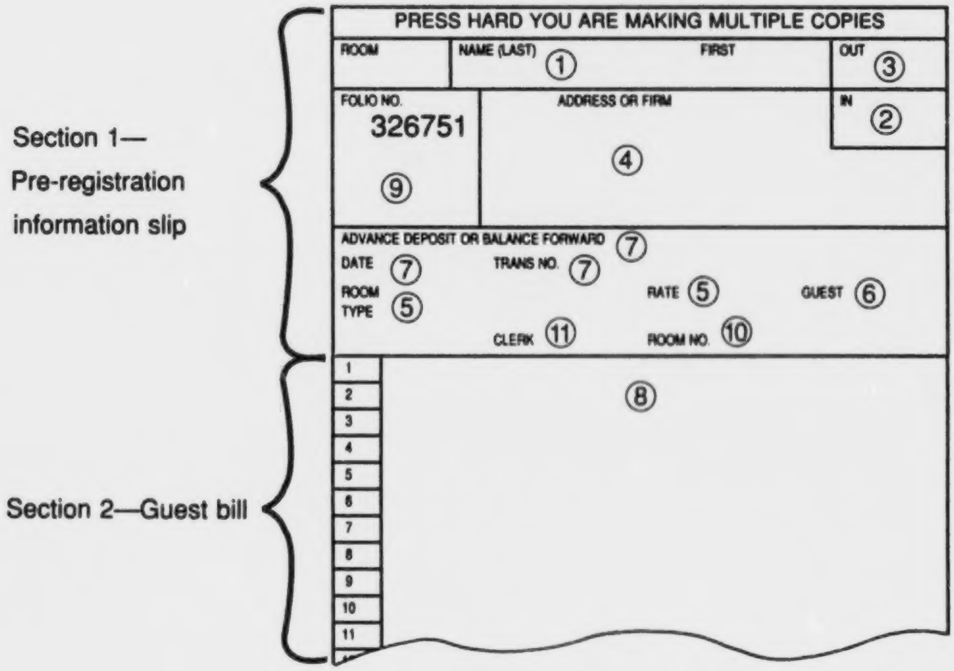
GUEST SIGNATURE

CHECK OUT TIME:

FOLIO NO.
326751

Registration and Checkout
Unit 4

Student Supplement 2—Steps in Completing a Guest Folio (Pre-Registration)


Section 1—
Pre-registration
information slip
Section 2—Guest bill
PRESS HARD YOU ARE MAKING MULTIPLE COPIES
ROOM
NAME (LAST) ①
FIRST
OUT ③
FOLIO NO.
326751
⑨
ADDRESS OR FIRM
④
IN ②
ADVANCE DEPOSIT OR BALANCE FORWARD ⑦
DATE ⑦
TRANS NO. ⑦
ROOM TYPE ⑤
RATE ⑤
GUEST ⑥
CLERK ⑪
ROOM NO. ⑩
⑧
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11

① Check reservation form and complete guest-name section (print last name first).

② Check reservation form and complete checkin date (today's date).

③ Check reservation form and complete checkout date.

④ Check reservation form and fill in guest address or firm name/address, whichever is applicable.

⑤ Check reservation form and fill in requested room type and quoted room rate.

⑥ Check reservation form and fill in number of guests in party.

⑦ Check reservation form and record amount, date, and transaction number of any prepayment, or record credit-card type, number, and expiration date.

Student Supplement 2

⑧ Post any prepayment in credit column on Section 2—guest bill.

⑨ Record reservation status-guaranteed (GTD) or non-guaranteed (Non-GTD).

⑩ Check reservation record (log) and make tentative room assignment.

⑪ Sign your initials.

GS-203

Registration and Checkout
Unit 4

Student Supplement 3—Sample Reservation Record

ABBOTT HOTEL
RESERVATIONS LOG

DAY *Tues.* DATE *1/1/98*

RM #	NAME	# IN PARTY	# OF DAYS	CHECK IN	CHECK OUT	STAY OVER
1 King 15						
14	*Larry Smith*	*1*	*1*	✓		*0*
13	*John Hayes*	*1*	*2*	✓		✓
12	*Mary James*	*1*	*2*	✓		✓
Dbl queens 11						
10						
9						
Dbl tw 8						
7						
6						
5						
4						
3						
2						
1						

GROUPS:	NAME	RATE	ACCT. INFO.
5			
4			
3			
2			
1			

Registration and Checkout
Unit 4

Student Supplement 4—Sample Reservation Forms

ABBOTT HOTEL
ROOM RESERVATION

Name *Charles Arnold* Arrival Date *Jan. 1, 1998*

Address *1723 W. 19* Time *8:00* a.m. [✓ p.m.]

City *Holmes* State *NM* ZIP *75075* Depart *Jan. 3, 1998*

Phone (*405*) *372-4742* Tax Exempt No. —

King ✓ Dbl Queen Dbl Tw No. People *1*

GTD **Prepayment* Exp Rate *$60.00*

Firm/Group Dep $ *$60.00*

Address Acct #

Made by Date *Dec. 1, 1997*

Desk Clerk *SB* Conf Req *1062*

Phone ✓ Letter Wire Verbal

*Will send prepayment by Dec. 15, 1997.

Student Supplement 4

ABBOTT HOTEL
ROOM RESERVATION

Name *Mary Park* Arrival Date *Jan. 1, 1998*

Address *220 State Street* Time *6:30* a.m. [✓ p.m.]

City *St. Clair* State *TN* ZIP *01072* Depart *Jan. 3, 1998*

Phone (*103*) *471-5555* Tax Exempt No. —

King ___ Dbl Queen ✓ Dbl Tw ___ No. People *2*

GTD *VISA 01034567* Exp *12-99* Rate *$60.00*

Firm/Group ___ Dep $ ___

Address ___ Acct # ___

Made by ___ Date *Nov. 10, 1997*

Desk Clerk *SB* Conf Req *1063*

Phone ___ Letter ✓ Wire ___ Verbal ___

ABBOTT HOTEL
ROOM RESERVATION

Name *James Stout* Arrival Date *Jan. 1, 1998*

Address *108 W. Hartman* Time *9:00* a.m. [✓ p.m.]

City *Clearwater* State *SD* ZIP *31555* Depart *Jan. 3, 1998*

Phone (*301*) *743-1050* Tax Exempt No. —

King ___ Dbl Queen ___ Dbl Tw ✓ No. People *1*

GTD *Master Charge 113335562* Exp *12-99* Rate *$55.00*

Firm/Group *James Stout Auditing* Dep $ ___

Address *108 W. Hartman* Acct # ___

Made by ___ Date *Nov. 10, 1997*

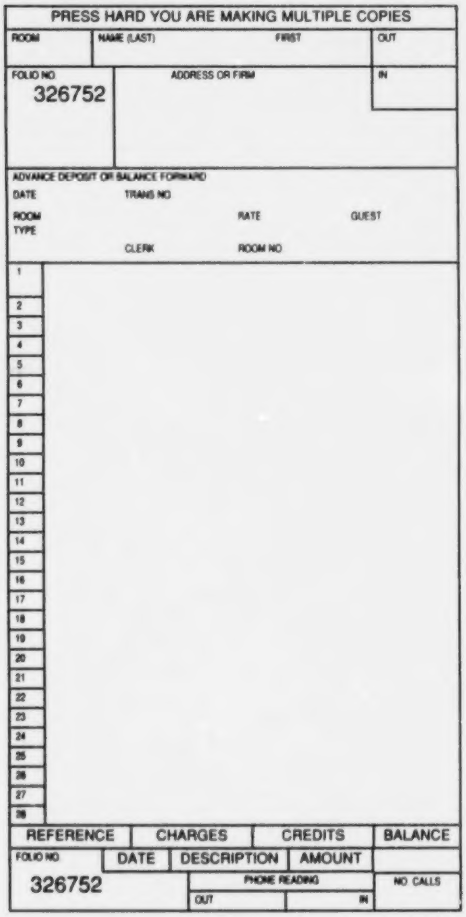
Desk Clerk *SB* Conf Req *1064*

Phone ✓ Letter ___ Wire ___ Verbal ___

Registration and Checkout
Unit 4

Student Supplement 5—Sample Guest Folios (Pre-Registration)

Folio 326752



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM
NAME (LAST) FIRST
OUT

FOLIO NO
326752
ADDRESS OR FIRM
IN

ADVANCE DEPOSIT OR BALANCE FORWARD
DATE TRANS NO
ROOM TYPE RATE GUEST
CLERK ROOM NO

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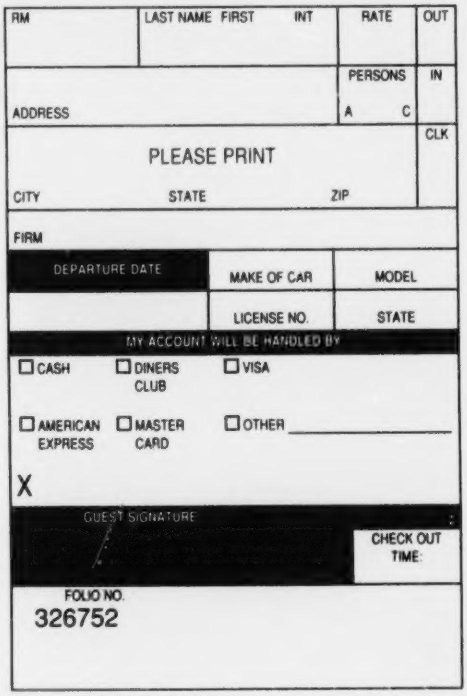
REFERENCE		CHARGES	CREDITS	BALANCE
FOLIO NO	DATE	DESCRIPTION	AMOUNT	

326752
PHONE READING
OUT IN
NO CALLS

Pre-registration information slip and guest bill

Folio 326752 (cont.)



RM
LAST NAME FIRST INT
RATE
OUT

ADDRESS
PERSONS
A C
IN

PLEASE PRINT
CITY STATE ZIP
CLK

FIRM

DEPARTURE DATE
MAKE OF CAR
MODEL
LICENSE NO.
STATE

MY ACCOUNT WILL BE HANDLED BY

☐ CASH
☐ DINERS CLUB
☐ VISA
☐ AMERICAN EXPRESS
☐ MASTER CARD
☐ OTHER ____________

X

GUEST SIGNATURE

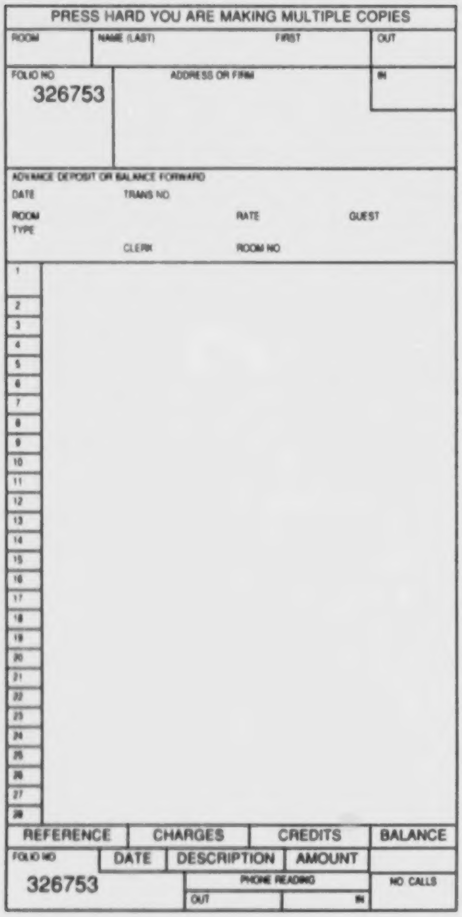
CHECK OUT TIME:

FOLIO NO.
326752

Registration card

Student Supplement 5

Folio 326753



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM
NAME (LAST)
FIRST
OUT

FOLIO NO
326753
ADDRESS OR FIRM
IN

ADVANCE DEPOSIT OR BALANCE FORWARD
DATE
TRANS NO
ROOM TYPE
RATE
GUEST
CLERK
ROOM NO

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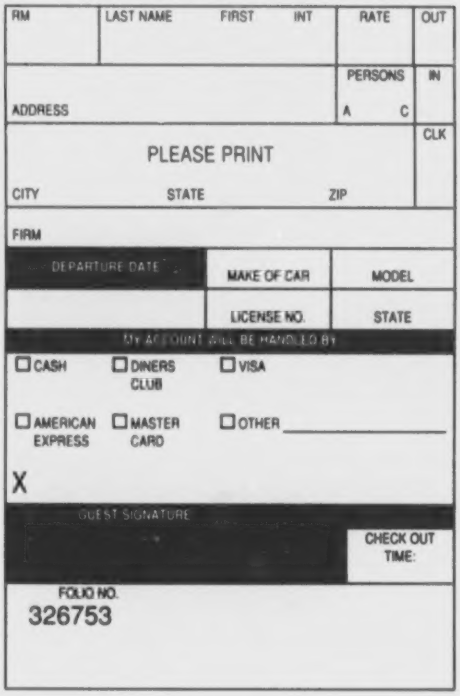
28

REFERENCE	CHARGES	CREDITS	BALANCE

FOLIO NO
326753
DATE
DESCRIPTION
AMOUNT
PHONE READING
OUT
IN
NO CALLS

Pre-registration information slip and guest bill

Folio 326753 (cont.)



RM
LAST NAME
FIRST
INT
RATE
OUT

ADDRESS
PERSONS
A
C
IN

PLEASE PRINT
CITY
STATE
ZIP
CLK

FIRM

DEPARTURE DATE
MAKE OF CAR
MODEL
LICENSE NO.
STATE

MY ACCOUNT WILL BE HANDLED BY

☐ CASH
☐ DINERS CLUB
☐ VISA
☐ AMERICAN EXPRESS
☐ MASTER CARD
☐ OTHER ________

X

GUEST SIGNATURE

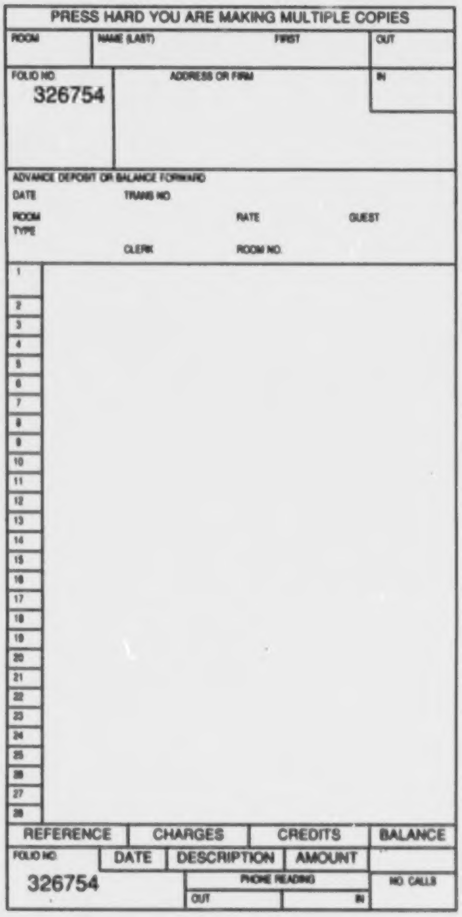
CHECK OUT TIME:

FOLIO NO.
326753

Registration card

Student Supplement 5

Folio 326754



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM | NAME (LAST) FIRST | OUT

FOLIO NO 326754 | ADDRESS OR FIRM | IN

ADVANCE DEPOSIT OR BALANCE FORWARD

DATE TRANS NO

ROOM TYPE RATE GUEST

CLERK ROOM NO.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

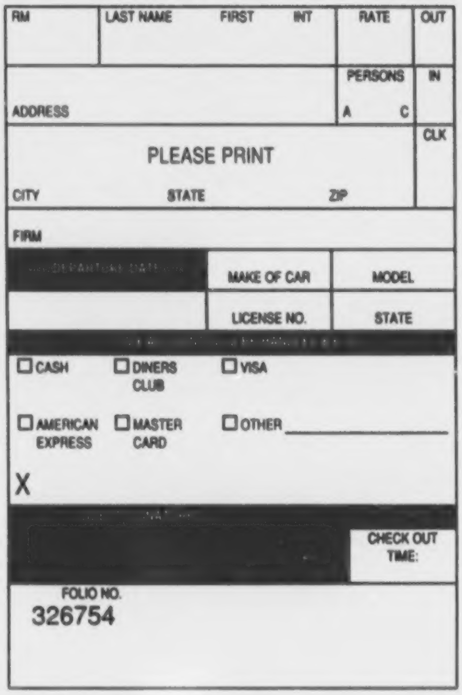
REFERENCE CHARGES CREDITS BALANCE

FOLIO NO 326754 DATE DESCRIPTION AMOUNT

PHONE READING OUT IN NO. CALLS

Pre-registration information slip and guest bill

Folio 326754 (cont.)



RM | LAST NAME FIRST INT | RATE | OUT

ADDRESS | PERSONS A C | IN

PLEASE PRINT

CITY STATE ZIP | CLK

FIRM

DEPARTURE DATE | MAKE OF CAR | MODEL

LICENSE NO. | STATE

☐ CASH ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X

CHECK OUT TIME:

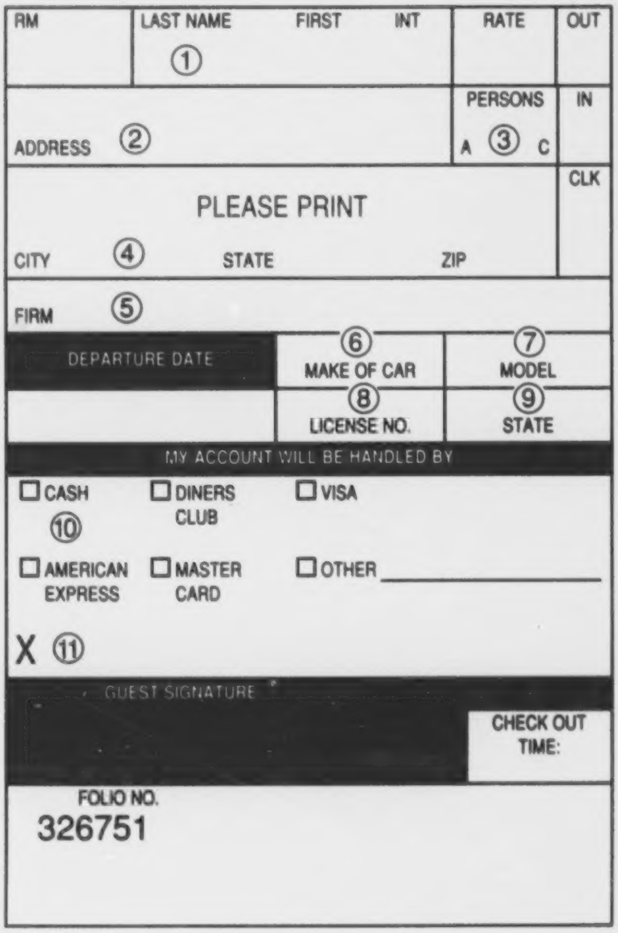
FOLIO NO. 326754

Registration card

Registration and Checkout
Unit 4

Student Supplement 6—Items Guest Completes in Filling Out Guest Folio (Registration)

Section 3 of guest folio—registration card



RM	LAST NAME ①	FIRST	INT	RATE	OUT
ADDRESS ②				PERSONS A ③ C	IN
PLEASE PRINT CITY ④	STATE	ZIP			CLK
FIRM ⑤					
DEPARTURE DATE	⑥ MAKE OF CAR			⑦ MODEL	
	⑧ LICENSE NO.			⑨ STATE	

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ⑩ ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X ⑪

GUEST SIGNATURE

CHECK OUT TIME:

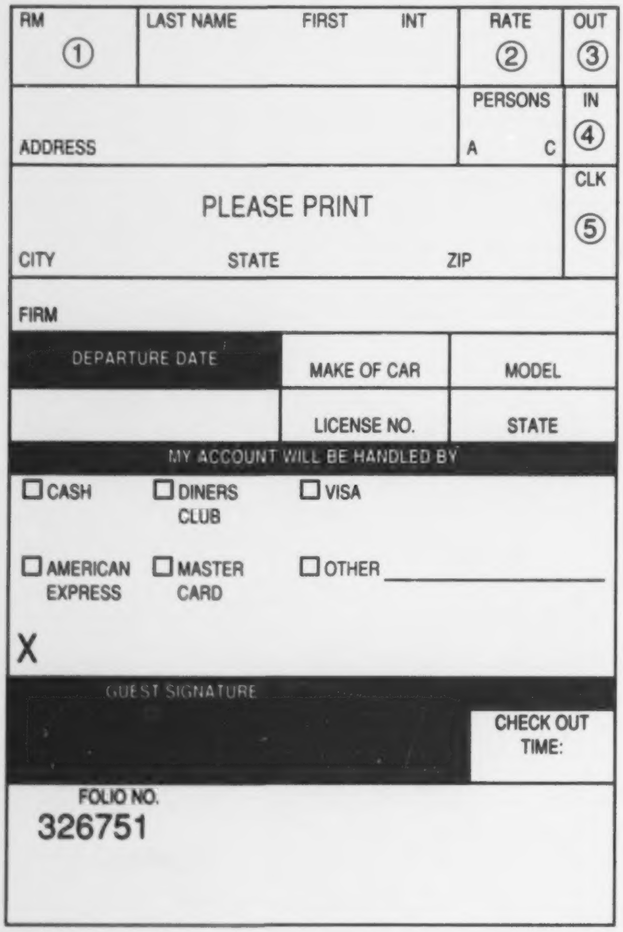
FOLIO NO.
326751

- Guest completes items 1 through 11 during registration.

Registration and Checkout
Unit 4

Student Supplement 7—Items Guest-Service Agent Completes in Filling Out Guest Folio (Registration)

Section 3 of guest folio—registration card



RM ①	LAST NAME FIRST INT	RATE ②	OUT ③
ADDRESS		PERSONS A C	IN ④
PLEASE PRINT CITY STATE ZIP			CLK ⑤
FIRM			
DEPARTURE DATE	MAKE OF CAR	MODEL	
	LICENSE NO.	STATE	

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X

GUEST SIGNATURE

CHECK OUT TIME:

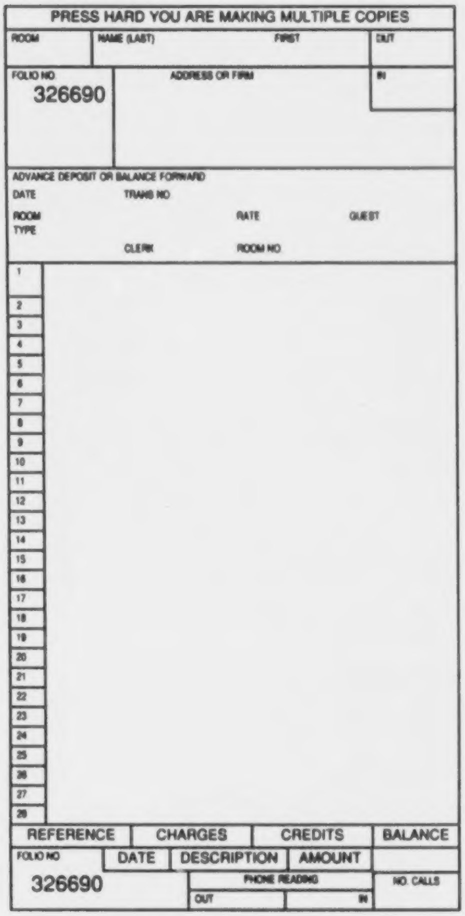
FOLIO NO.
326751

- Guest-service agent completes items 1 through 5 during registration.

Registration and Checkout
Unit 4

Student Supplement 8—Sample Guest Folio (Registration)

Folio 326690



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM	NAME (LAST)	FIRST	OUT
FOLIO NO 326690	ADDRESS OR FIRM		IN

ADVANCE DEPOSIT OR BALANCE FORWARD
DATE TRANS NO
ROOM TYPE RATE GUEST
CLERK ROOM NO

1	
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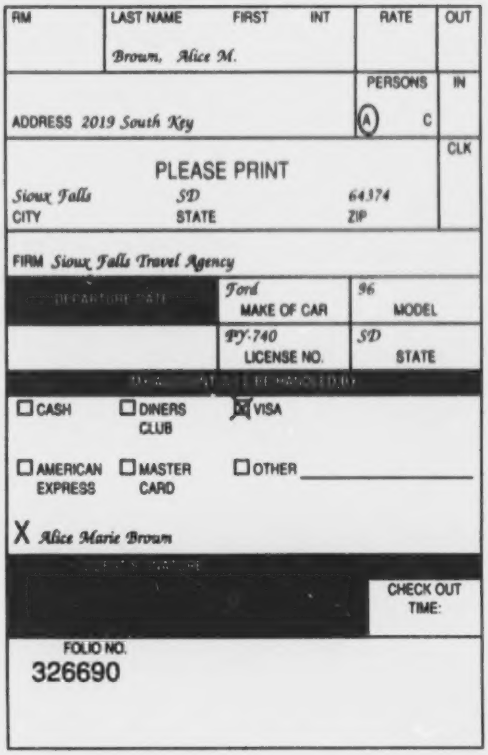
REFERENCE	CHARGES	CREDITS	BALANCE
FOLIO NO 326690	DATE DESCRIPTION	AMOUNT	
	PHONE READING OUT IN		NO. CALLS

Pre-registration information slip and guest bill

Folio 326690 (cont.)



RM	LAST NAME FIRST INT *Brown, Alice M.*	RATE	OUT
ADDRESS *2019 South Key*		PERSONS [✓ A] C	IN

PLEASE PRINT

Sioux Falls CITY	*SD* STATE	*64374* ZIP	CLK

FIRM *Sioux Falls Travel Agency*

DEPARTURE DATE	*Ford* MAKE OF CAR	*96* MODEL
	PY-740 LICENSE NO.	*SD* STATE

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☒ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X *Alice Marie Brown*

GUEST'S SIGNATURE

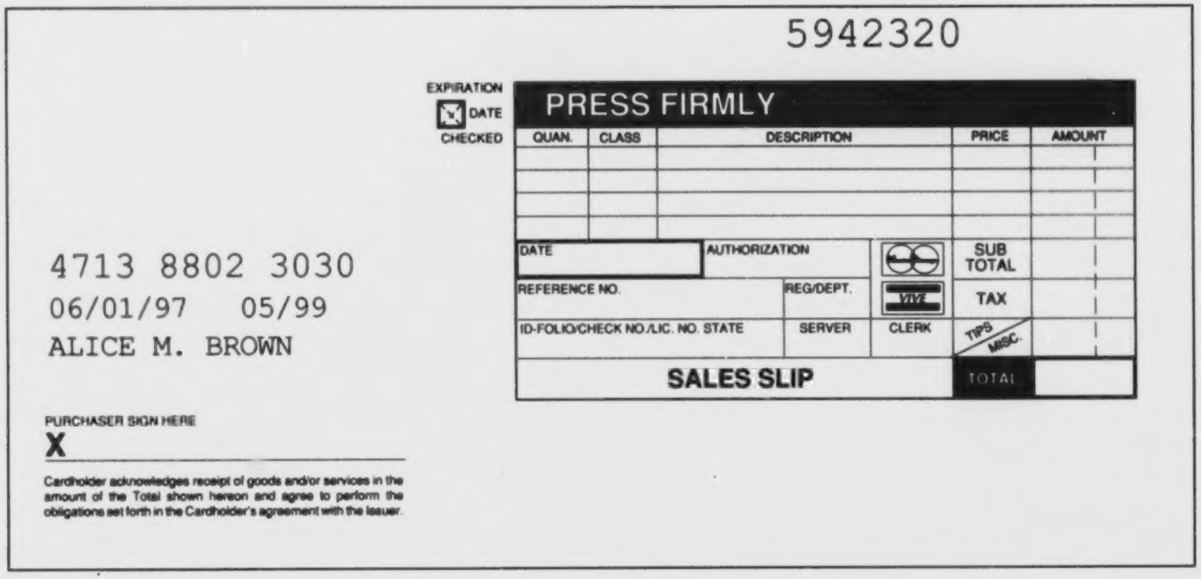
CHECK OUT TIME:

FOLIO NO.
326690

Registration card

Registration and Checkout
Unit 4

Student Supplement 9—Sample Credit-Card Voucher



5942320

EXPIRATION
☒ DATE
CHECKED

PRESS FIRMLY

QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT

DATE	AUTHORIZATION			SUB TOTAL
REFERENCE NO.	REG/DEPT.	VIVE		TAX
ID-FOLIO/CHECK NO./LIC. NO. STATE	SERVER	CLERK		TIPS MISC.
SALES SLIP				TOTAL

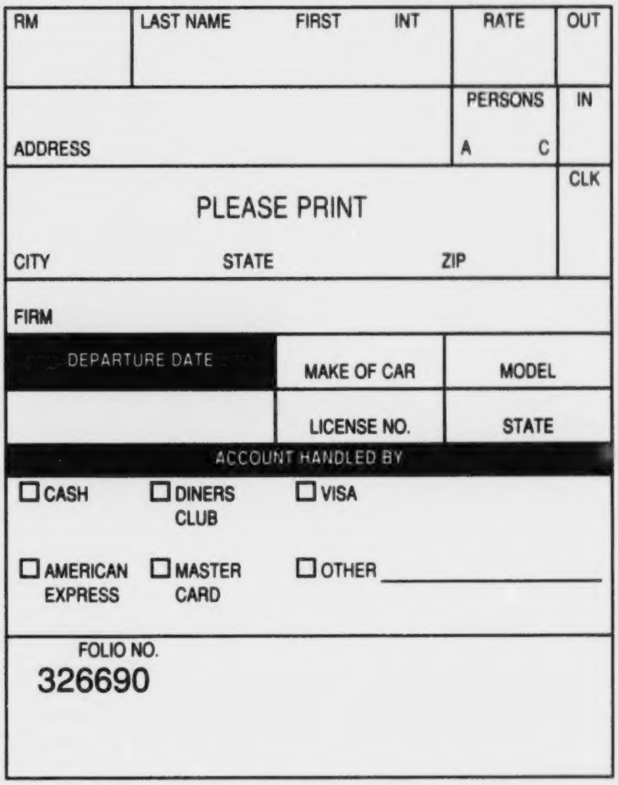
4713 8802 3030
06/01/97 05/99
ALICE M. BROWN

PURCHASER SIGN HERE
X

Cardholder acknowledges receipt of goods and/or services in the amount of the Total shown hereon and agree to perform the obligations set forth in the Cardholder's agreement with the issuer.

Registration and Checkout
Unit 4

Student Supplement 10—Sample Information Form



RM	LAST NAME FIRST INT		RATE	OUT
ADDRESS			PERSONS A C	IN
PLEASE PRINT CITY STATE ZIP				CLK
FIRM				
DEPARTURE DATE	MAKE OF CAR	MODEL		
	LICENSE NO.	STATE		

ACCOUNT HANDLED BY

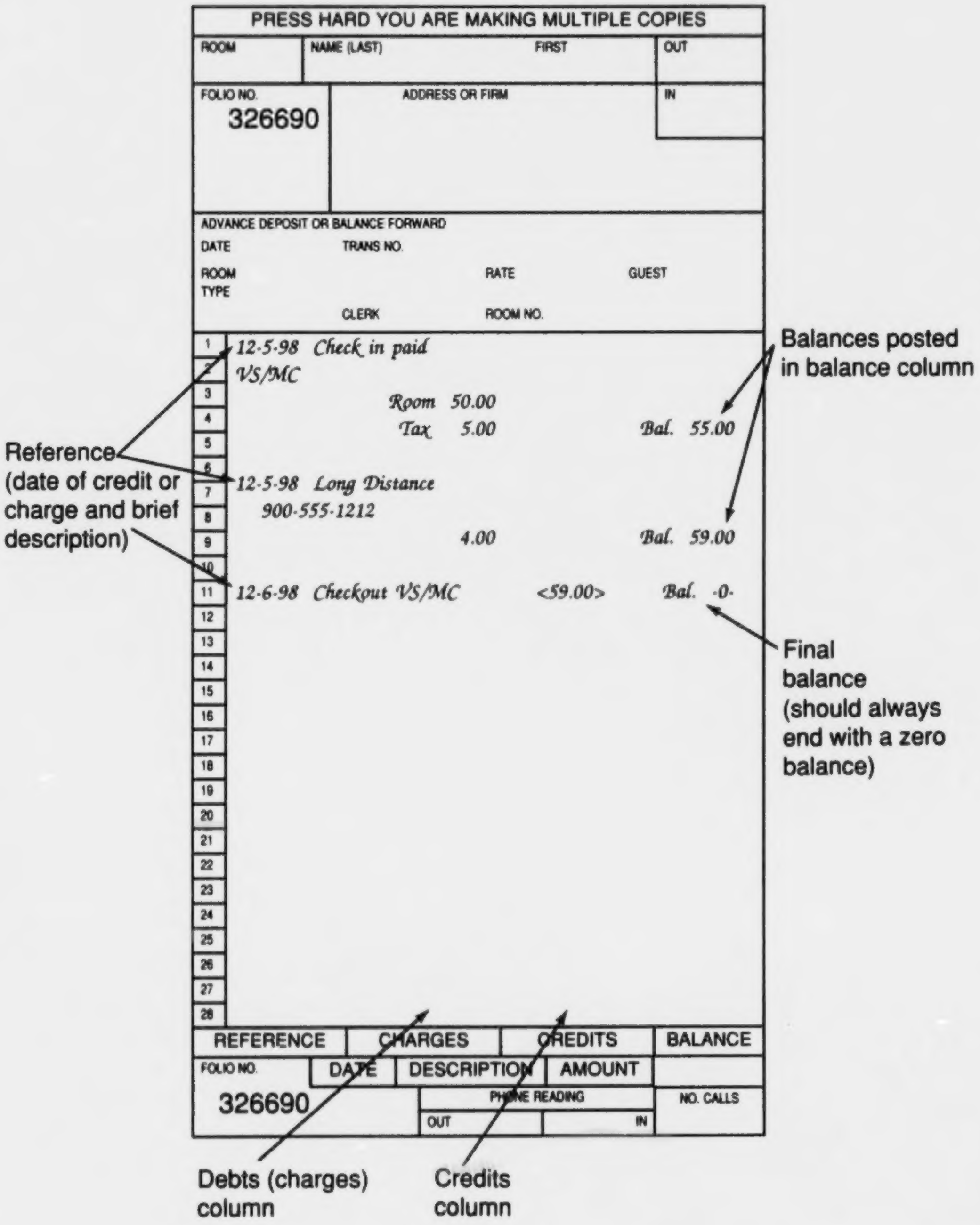
☐ CASH ☐ DINERS CLUB ☐ VISA

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

FOLIO NO.
326690

Registration and Checkout
Unit 4

Student Supplement 11—Sample Posting



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM	NAME (LAST)	FIRST	OUT
FOLIO NO. 326690	ADDRESS OR FIRM		IN

ADVANCE DEPOSIT OR BALANCE FORWARD

DATE TRANS NO.

ROOM TYPE RATE GUEST

CLERK ROOM NO.

1	*12-5-98 Check in paid*			
2	*VS/MC*			
3	*Room*	*50.00*		
4	*Tax*	*5.00*		*Bal. 55.00*
5				
6				
7	*12-5-98 Long Distance*			
8	*900-555-1212*			
9		*4.00*		*Bal. 59.00*
10				
11	*12-6-98 Checkout VS/MC*		*<59.00>*	*Bal. -0-*
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
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23				
24				
25				
26				
27				
28				
	REFERENCE	CHARGES	CREDITS	BALANCE

FOLIO NO. 326690	DATE	DESCRIPTION	AMOUNT	
	PHONE READING OUT	IN		NO. CALLS

Balances posted in balance column

Reference (date of credit or charge and brief description)

Final balance (should always end with a zero balance)

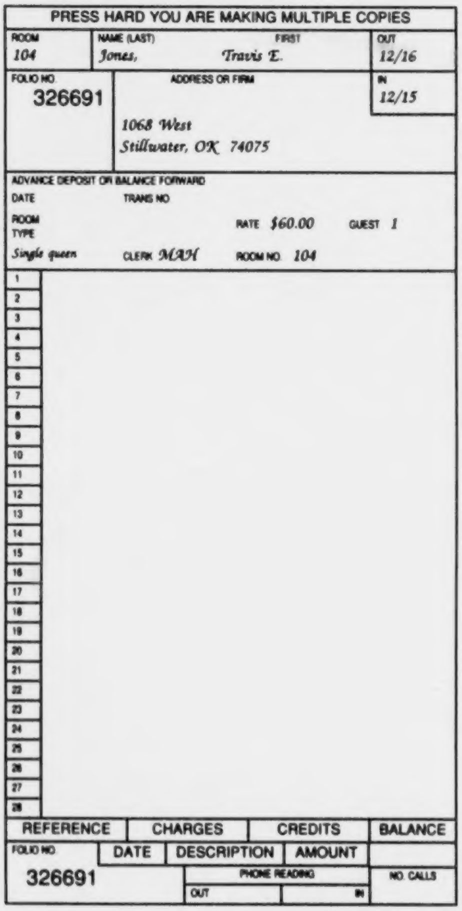
Debts (charges) column

Credits column

Registration and Checkout
Unit 4

Student Supplement 12—Guest Folio for Travis Jones

Folio 326691



PRESS HARD YOU ARE MAKING MULTIPLE COPIES

ROOM *104*	NAME (LAST) *Jones,*	FIRST *Travis E.*	OUT *12/16*
FOLIO NO. 326691	ADDRESS OR FIRM *1068 West* *Stillwater, OK 74075*		IN *12/15*

ADVANCE DEPOSIT OR BALANCE FORWARD

DATE TRANS NO

ROOM TYPE *Single queen* RATE *$60.00* GUEST *1*

CLERK *MAH* ROOM NO. *104*

1
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12
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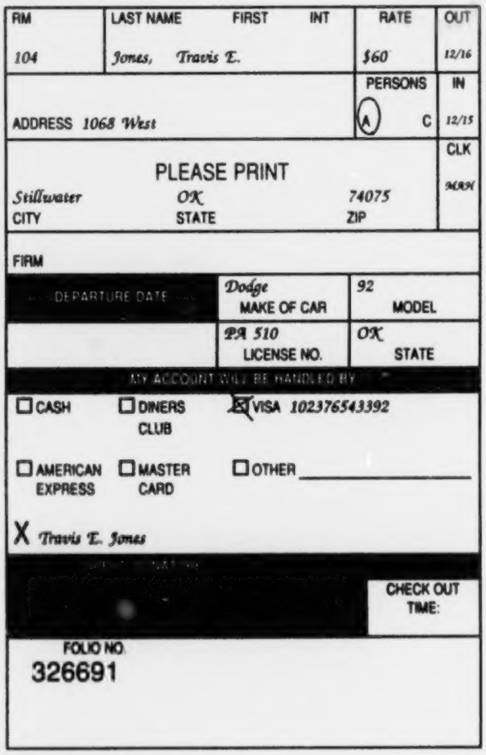
28

REFERENCE	CHARGES	CREDITS	BALANCE
FOLIO NO.	DATE	DESCRIPTION	AMOUNT
326691	PHONE READING OUT IN		NO. CALLS

Pre-registration information slip and guest bill

Folio 326691 (cont.)



RM *104*	LAST NAME FIRST INT *Jones, Travis E.*	RATE *$60*	OUT *12/16*
ADDRESS *1068 West*		PERSONS [✓ A] C	IN *12/15*

PLEASE PRINT

Stillwater CITY	*OK* STATE	*74075* ZIP	CLK *MAH*

FIRM

DEPARTURE DATE	*Dodge* MAKE OF CAR	*92* MODEL
	PA 510 LICENSE NO.	*OK* STATE

MY ACCOUNT WILL BE HANDLED BY

☐ CASH ☐ DINERS CLUB ☒ VISA *102376543392*

☐ AMERICAN EXPRESS ☐ MASTER CARD ☐ OTHER ____________

X *Travis E. Jones*

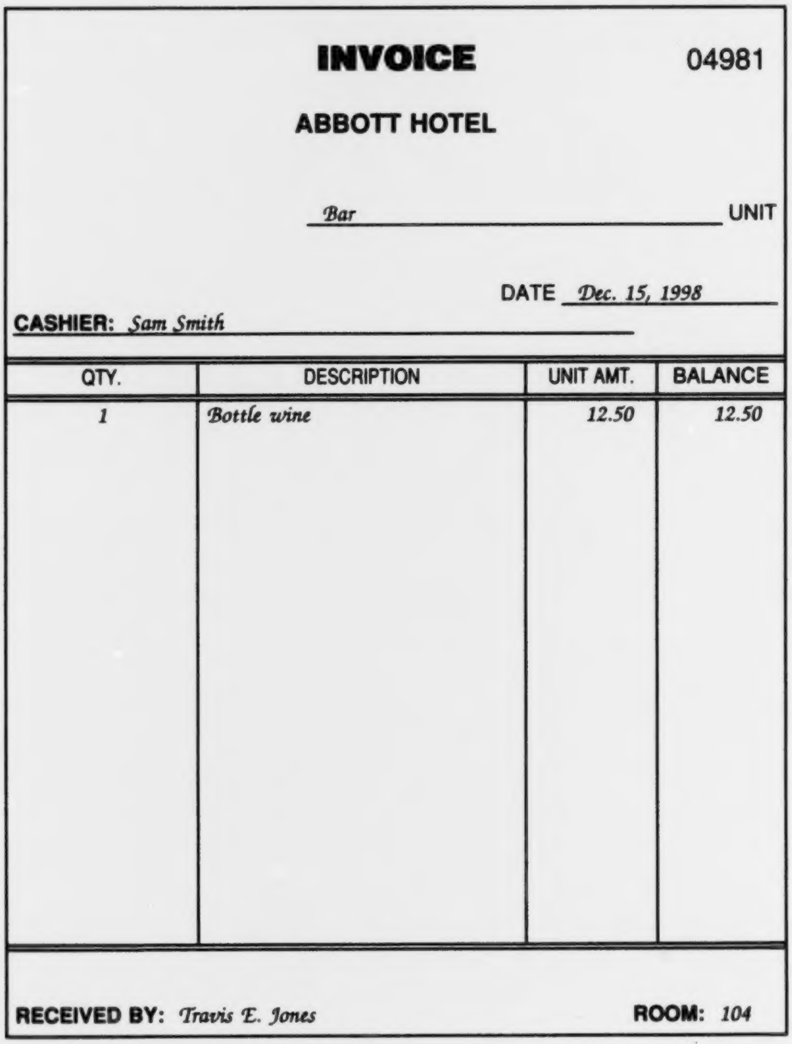
CHECK OUT TIME:

FOLIO NO.
326691

Registration card

Registration and Checkout
Unit 4

Student Supplement 13—Charge Vouchers for Travis Jones



INVOICE 04981

ABBOTT HOTEL

Bar UNIT

DATE *Dec. 15, 1998*

CASHIER: *Sam Smith*

QTY.	DESCRIPTION	UNIT AMT.	BALANCE
1	*Bottle wine*	12.50	12.50

RECEIVED BY: *Travis E. Jones* **ROOM:** *104*

Student Supplement 13

INVOICE 04982

ABBOTT HOTEL

Front Desk UNIT

DATE *Dec. 15, 1998*

CASHIER: *Jane Ashton*

QTY.	DESCRIPTION	UNIT AMT.	BALANCE
	Room rate	*60.00*	
	Tax	*5.00*	
			65.00

RECEIVED BY: *Travis E. Jones* **ROOM:** *104*

Student Supplement 13

INVOICE

04983

ABBOTT HOTEL

PBX UNIT

DATE *Dec. 15, 1998*

CASHIER: *Mary Jones*

QTY.	DESCRIPTION	UNIT AMT.	BALANCE
	Long distance to 405-654-3988	*3.00*	
	Long distance to 405-743-5154	*1.50*	
	Local call to 301-678-9999	*.50*	
			6.00

RECEIVED BY: *Travis E. Jones*

ROOM: *104*

Student Supplement 13

INVOICE 04984

ABBOTT HOTEL

Restaurant UNIT

DATE *Dec. 15, 1998*

CASHIER: *Robert Tate*

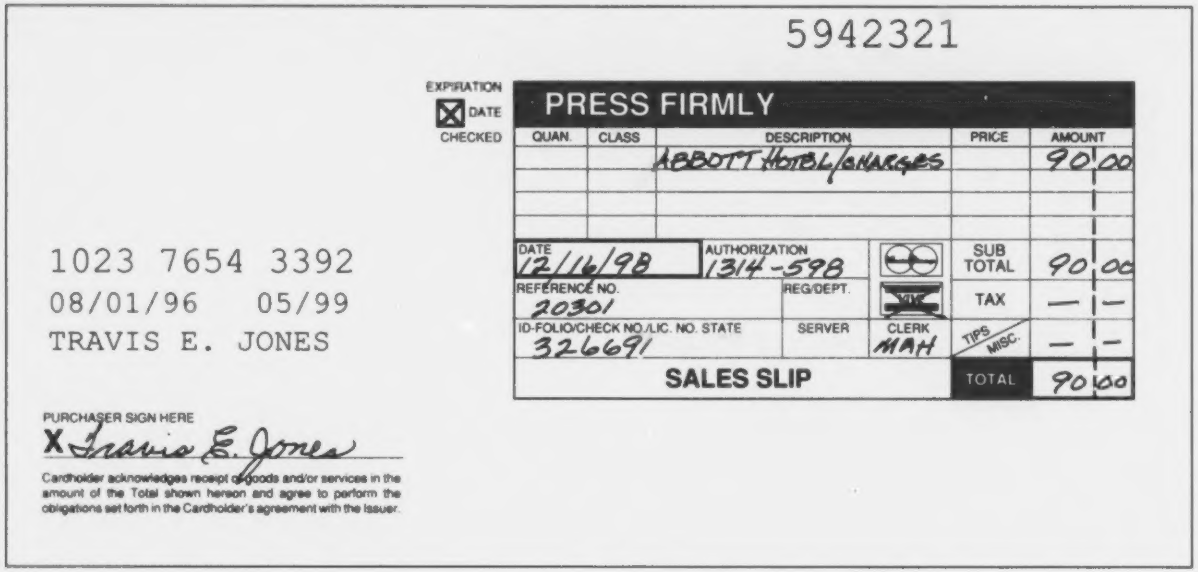
QTY.	DESCRIPTION	UNIT AMT.	BALANCE
1	*Breakfast Special*	*5.00*	
	OJ	*2.00*	
	Coffee	*.50*	
			7.50

RECEIVED BY: *Travis E. Jones* **ROOM:** *104*

Registration and Checkout
Unit 4

Student Supplement 14—Credit-Card Voucher for Travis Jones

Checkout voucher



5942321

EXPIRATION ☒ DATE CHECKED

PRESS FIRMLY

QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT
		ABBOTT HOTEL/CHARGES		90 00

DATE 12/16/98	AUTHORIZATION 1314-598		SUB TOTAL	90 00
REFERENCE NO. 20301	REG/DEPT.		TAX	— —
ID-FOLIO/CHECK NO./LIC. NO. STATE 326691	SERVER	CLERK MAH	TIPS/MISC.	— —
SALES SLIP			TOTAL	90 00

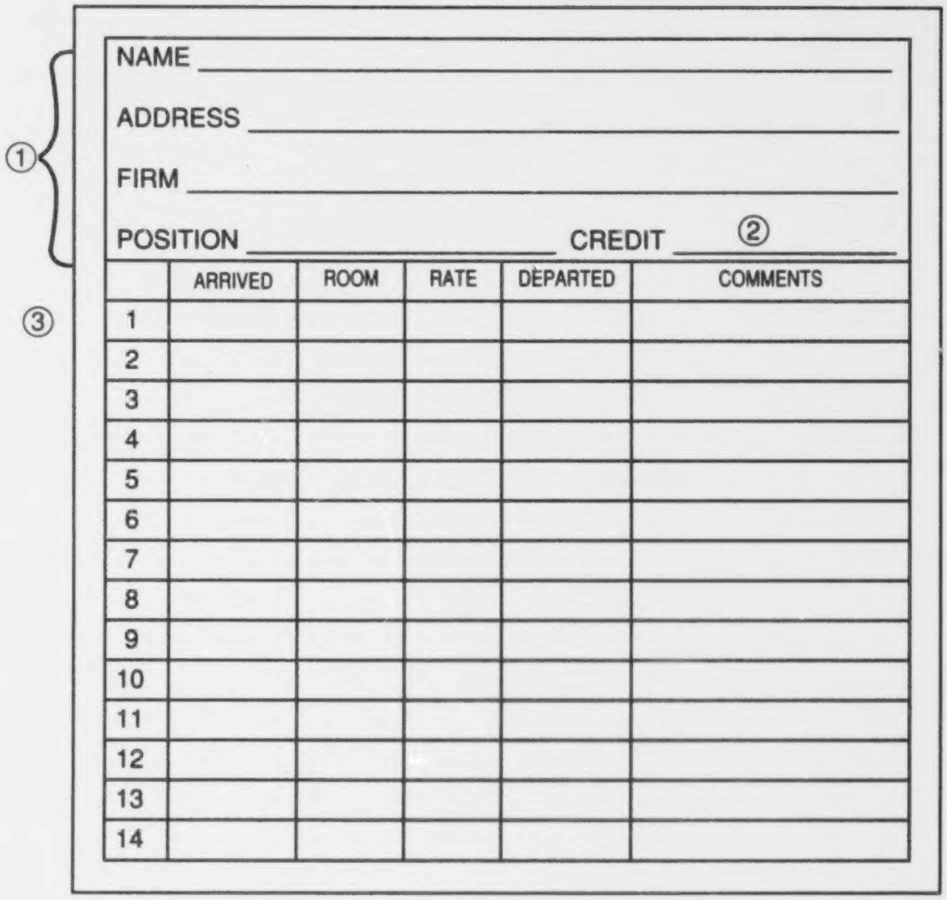
1023 7654 3392
08/01/96 05/99
TRAVIS E. JONES

PURCHASER SIGN HERE
X Travis E. Jones

Cardholder acknowledges receipt of goods and/or services in the amount of the Total shown hereon and agree to perform the obligations set forth in the Cardholder's agreement with the Issuer.

Registration and Checkout
Unit 4

Student Supplement 15—Steps in Completing a Guest History



①

NAME ____________________

ADDRESS ____________________

FIRM ____________________

POSITION ____________________ CREDIT ② ____________________

③

	ARRIVED	ROOM	RATE	DEPARTED	COMMENTS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

① Copy name, address, firm name and position (if applicable) from guest folio (Section 3)

② Copy credit-card information from guest folio.

③ Copy arrival/departure dates and room number and rate from guest folio, and record any pertinent information concerning the guest's stay.

Note: Each number in this section of the form represents a separate visit to the hotel.

Registration and Checkout
Unit 4

Student Supplement 16—Guest History for Travis Jones

NAME ______________________________

ADDRESS ______________________________

FIRM ______________________________

POSITION ______________ CREDIT ______________

	ARRIVED	ROOM	RATE	DEPARTED	COMMENTS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

Registration and Checkout
Unit 4

Assignment Sheet 1—Use a Manual System to Pre-Register Guests

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	_____
• Proper section of each guest folio is completed.	_____
• Proper section of guest folio is correctly and completely filled out.	_____

Introduction

In Objectives 3 and 4 of the information sheet, you studied the steps in manually pre-registering guests who have made reservations and the forms used in completing this process. One of the reasons guests make reservations is so that the registration process will be shortened. That process is not shortened if the guest-service agent has made mistakes that must be corrected at registration. The exercise in this assignment will help you learn accuracy in completing the steps in this important guest service.

Exercise

Directions

Review the information presented in Objectives 3 and 4 of the information sheet, and then locate and study the information in Student Supplement 1, "Sections of a Guest Folio," and Student Supplement 2, "Steps in Completing a Guest Folio (Pre-Registration)."

Next, locate Student Supplement 3, "Sample Reservation Record," Student Supplement 4, "Sample Reservation Forms," and Student Supplement 5, "Sample Guest Folios (Pre-Registration).

Using the information in Student Supplements 3 and 4, pre-register Charles Arnold, Mary Park, and James Stout on the three guest folios in Student Supplement 5. Register Charles Arnold on folio 326752, Mary Park on folio 326753, and James Stout on folio 326754.

Registration and Checkout
Unit 4

Assignment Sheet 2—Use a Manual System to Complete Guest's Registration

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Proper section of each guest folio is completed.	______
• Proper section of each guest folio is filled out completely and correctly.	______
• Student correctly completed credit-card voucher.	______
• Student correctly completed information form.	______

Introduction As was noted in Objective 5 of the information sheet, once Section 3 of the guest folio has been signed by the guest, the guest has completed a contract with the hotel establishing services to be provided and method of payment for those services. Therefore, it is very important that this portion of the guest folio be completed accurately during the registration process.

Exercise

Directions Review the information presented in Objective 5 of the information sheet, and then locate and study the information presented in Student Supplement 6, "Items Guest Completes in Filling Out Guest Folio (Registration)," and Student Supplement 7, "Items Guest-Service Agent Completes in Filling Out Guest Folio (Registration)."

Next, locate Student Supplement 3, "Sample Reservation Record," Student Supplement 8, "Sample Guest Folio (Registration)," Student Supplement 9, "Sample Credit-Card Voucher," and Student Supplement 10, "Sample Information Form."

Using the information in Student Supplements 8 and 9 and the additional information presented in the scenario on the next page, complete the registration process for Alice Marie Brown.

Assignment Sheet 2

Scenario

At 3 p.m. on January 1, 1998, Alice Marie Brown enters the hotel as walk-in guest and requests a room with two twin beds. She will be leaving the hotel the next morning, January 2, 1998. The room rate will be $60.00 per night.

She has filled out Section 3 of her guest folio as shown in Student Supplement 8.

She will be using her Visa card to guarantee payment of the hotel bill. You have called and received the following authorization number from Visa: 103-212-1111.

Complete Alice Marie's registration.

Registration and Checkout
Unit 4

Assignment Sheet 3—Use a Manual System to Post Debits and Credits and Compute Final Balance on Guest Folio

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Credits are posted in correct column.	______
• Debits are posted in correct column.	______
• Balances are posted in correct column.	______
• Credits, debits, and balances are correctly computed.	______

Introduction

Posting debits and credits on a guest folio is an important financial process, because if the process is inaccurate you may lose both profit for the hotel and the guest's good faith in the hotel. Take as much care in posting debits and credits and computing balances for a guest's folio as you would want your bank to take in handling your bank balance.

Exercise

Directions

Review the information presented in Objective 7 of the information sheet, and then locate and study the information presented in Student Supplement 11, "Sample Posting."

Next, locate Student Supplement 12, "Guest Folio for Travis Jones," Student Supplement 13, "Charge Vouchers for Travis Jones," and Student Supplement 14, "Credit-Card Voucher for Travis Jones."

Using the information in the scenario below and in Student Supplements 13 and 14, post the debits and credits and compute a final balance on the guest folio for Travis Jones, which is presented in Student Supplement 12.

Scenario

Travis Jones arrived at the hotel on December 15, 1998, and will check out the following morning, December 16, 1998. He is a walk-in guest.

Registration and Checkout
Unit 4

Assignment Sheet 4—Complete Guest History

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Guest history is complete and accurate.	______

Introduction

One of the last steps in the checkout process is completing a guest history. A guest history is used by the sales and marketing staff to compile information useful in determining target audiences in order to prepare marketing promotions and sales specials. In this assignment sheet, you will practice completing a sample guest history.

Exercise

Directions

Locate Student Supplement 12, "Guest Folio for Travis Jones," Student Supplement 15, "Steps in Completing a Guest History," and Student Supplement 16, "Guest History for Travis Jones." Using the information in the scenario below and on the guest folio in Student Supplement 12, complete on Student Supplement 16 a guest history for Travis Jones.

Scenario

During checkout, Mr. Jones stated that although Room 104 was nice, he likes to sleep late and the morning sun bothered him in that east-facing room. He requests a west-facing room on his next visit.

Registration and Checkout
Unit 4

Assignment Sheet 5—Use a Computerized System to Pre-Register and Register Guests and to Post Debits and Credits and Compute Final Balance

Name ____________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Guest is pre-registered accurately.	______
• Guest is registered accurately.	______
• Debits and credits are posted accurately.	______
• Final balance is correctly computed.	______

Introduction

The steps in handling pre-registration, registration, posting, and computing final balances with a computer are very similar to using a manual system—the information requested by the various computer programs is similar to the information requested on the forms used in a manual system. The advantage of the computerized system is the ease in entering, correcting, storing, and recalling this information. In this assignment sheet, you will practice using a computerized system in completing the processes you completed manually in Assignment Sheets 1 through 3.

Exercise

Part A **Pre-register guests**

Directions

Your instructor will demonstrate the procedure for using the computerized system available in your classroom to pre-register guests. Then using the information presented in Assignment Sheet 1, pre-register guests on the proper computer program.

Part B **Complete guest's registration**

Directions

Your instructor will demonstrate the procedure for using the computerized system available in your classroom to complete a guest's registration. Then using the information and scenario presented in Assignment Sheet 2, complete a guest's registration on the proper computer program.

Assignment Sheet 5

Part C **Post debits and credits and compute final balance on guest folio**

Directions Your instructor will demonstrate the procedure for using the computerized system available in your classroom to post debits and credits and compute a final balance. Then using the information and scenario presented in Assignment Sheet 3, post debits and credits and compute a final balance on the proper computer program.

Other Front-Office Functions
Unit 5

Objective Sheet

Unit objective

After completing this unit, the student should be able to issue and access a safety-deposit box, open and close a cash bank, and exchange foreign currency. The student should demonstrate these competencies by completing the assignment sheets and job sheet and by scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Define terms associated with front-office functions.
2. Arrange in order steps in issuing a safety-deposit box.
3. Arrange in order steps in accessing and closing a safety-deposit box.
4. State steps in opening a cash bank.
5. State steps in closing a cash bank.
6. Arrange in order steps in cashing guest checks.
7. Arrange in order steps in exchanging foreign currency.
8. Complete a safety-deposit envelope. (Assignment Sheet 1)
9. Complete a cash-bank record sheet. (Assignment Sheet 2)
10. Complete a cash-deposit envelope. (Assignment Sheet 3)
11. Compute currency exchanges. (Assignment Sheet 4)
12. Set up a cash drawer. (Job Sheet 1)

Other Front-Office Functions
Unit 5

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below and plan classroom activities. Also note suggestions for supplemental materials.

  Plan presentation to take advantage of student learning styles and to accommodate special-needs students.
- Obtain materials to supplement instruction of this unit. See ordering information in the suggested resources section.
- Make transparencies from the transparency masters included in this unit.
- Select teacher components (written test, unit evaluation form, and teacher supplement) you want to distribute to your students. Copy and prepare these components for distribution.
- Prepare classroom. Put up posters and charts and display articles and other references related to the objectives of this unit.

Delivery and application

Unit introduction

The skill areas appearing in bold-face type in the teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

- Provide students with objective sheet. Discuss unit and specific objectives.
- Discuss with students the importance of carefully handling guests' valuables when issuing safety-deposit boxes and of accurately completing the financial transactions (opening and closing cash bank, cashing checks, exchanging foreign currency) described in this unit. Emphasize that guest-service agents entrusted to perform these service functions may be personally held responsible for any mistakes they make when performing these functions.

Suggested Activities

Teaching suggestions

Objective 1 Define terms associated with front-office functions.

- Read and discuss with students the terms and definitions presented in this section of the information sheet. Show students actual samples of cash-record sheets, cash-deposit envelopes, and safety-deposit envelopes as well as pointing out to them the artwork in the student supplements. **(Reading/listening for content; applying technical terms)**
- Briefly discuss with students the term *denomination* as it is applied to the value of money. **(Listening for content; applying technical terms)**

Objective 2 Arrange in order steps in issuing a safety-deposit box.
Objective 3 Arrange in order steps in accessing and closing a safety-deposit box.

- Read and discuss with students the steps presented in these two sections of the information sheet.

  Hand out Student Supplement 1, "Safety-Deposit Envelope," and then demonstrate the process of filling out a safety-deposit envelope when both issuing and accessing and closing a safety-deposit box. Use Transparency 1, "Safety-Deposit Envelope—Part A," and Transparency 2, "Safety-Deposit Envelope—Part B," to illustrate your demonstration. **(Reading/listening for content; applying technical terms; adapting to the organization's traditional modes of operation)**
- Hand out Assignment Sheet 1, "Complete a Safety-Deposit Envelope." Read with students the introduction and directions to the assignment. Answer any student questions and have students complete Part A of the assignment. Evaluate Part A of the assignment, and then hand students a copy of the safety-deposit envelope in Teacher Supplement 1. Have students complete Part B of the assignment, using this teacher supplement. **(Reading/listening for content; reading/listening for direction)**

Suggested Activities

Objective 4 State steps in opening a cash bank. **Objective 5** State steps in closing a cash bank.

- Read and discuss with students the steps presented in these two sections of the information sheet.

- Explain that sub-steps in opening a cash bank include being able to fill out a cash-bank record sheet and setting up a cash drawer. Hand out Student Supplement 2, "Steps in Completing a Cash-Bank Record Sheet," and Job Sheet 1, "Set Up a Cash Drawer." Then demonstrate the processes of opening a cash bank. Use Transparency 3, "Cash-Bank Record Sheet" and Transparency 4, "Typical Cash-Tray Setup" to illustrate your demonstration. **(Reading/listening for content; applying technical terms; adapting to the organization's traditional modes of operation)**

- Hand out Student Supplement 3, "Cash-Bank Record Sheet," and Assignment Sheet 2, "Complete a Cash-Bank Record Sheet." Read with students the introduction and directions to the assignment. Answer any student questions and have students complete Assignment Sheet 2. **(Reading/listening for directions; adapting to the organization's traditional modes of operation)**

- Read the introduction to Job Sheet 1, "Set Up a Cash Drawer," and answer any student questions. Have students complete Job Sheet 1. **(Reading/listening for directions; adapting to the organization's traditional modes of operation)**

- Explain that the sub-steps in closing a cash bank are completing a closing cash-bank record sheet and completing a cash-deposit envelope. Demonstrate the steps in filling out a cash-deposit envelope. Use Transparency 5, "Cash-Deposit Envelope," to illustrate your demonstration. **(Reading/listening for content; applying technical terms; adapting to the organization's traditional modes of operation)**

- Hand out Student Supplement 5, "Cash-Deposit Envelope," and Assignment Sheet 3, "Complete a Cash-Deposit Envelope." Read with students the introduction and directions to the assignment. Answer any student questions and have students complete Assignment Sheet 3. **(Reading/listening for content; reading/listening for direction)**

Suggested Activities

Objective 6 Arrange in order steps in cashing guest checks.

- Read with students the steps in cashing guest checks presented in this section of the information sheet, and then hand out Student Supplements 6 through 8. Demonstrate the steps in cashing checks and discuss with students the information presented in the student supplements. **(Reading/listening for content)**

- Have someone from the district attorney's office come and talk to the class about the points presented in the student supplements and other such points he or she may bring to such a discussion. **(Listening for content)**

Objective 7 Arrange in order steps in exchanging foreign currency.

- Read with students the steps outlined in this section of the information sheet and follow through with them the example presented in Step 6. **(Listening for content)**

- Hand out to students copies of the exchange rates for several recent days. Have examples of both the rates as seen in the daily newspapers (these are normally found in the financial section) and those issued from a hotel's stock exchange line. **(Applying technical terms)**

- Using Transparency 6, "Exchange-Rate Sheet," guide students through several exchange problems to solve. **(Applying knowledge learned to a specific task)**

- Hand out Assignment Sheet 4, "Compute Currency Exchanges," and Student Supplement 9, "Exchange-Rate Sheet." Read with students the introduction and directions to the assignment. Answer any student questions and have students complete Assignment Sheet 4.

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet as well as the component Answers to Assignment Sheets.

- Evaluate job sheet.

  When the student is ready to perform a specific task, obtain a copy of the job sheet, which may be found in either the teacher edition or student edition. Then observe the student performing the procedure.

Suggested Activities

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) that best fits your program needs.

Option A

4 — Skilled—Can perform job with no additional training.
3 — Moderately skilled—Has performed job during training program; limited additional training may be required.
2 — Limited skill—Has performed job during training program; additional training is required to develop skill.
1 — Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactory.

- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test, assignment-sheet, and job-sheet scores on Unit Evaluation Form.
- Reteach and retest as required.

Suggested Activities

Suggested resources

Resources used in developing this unit

Print media

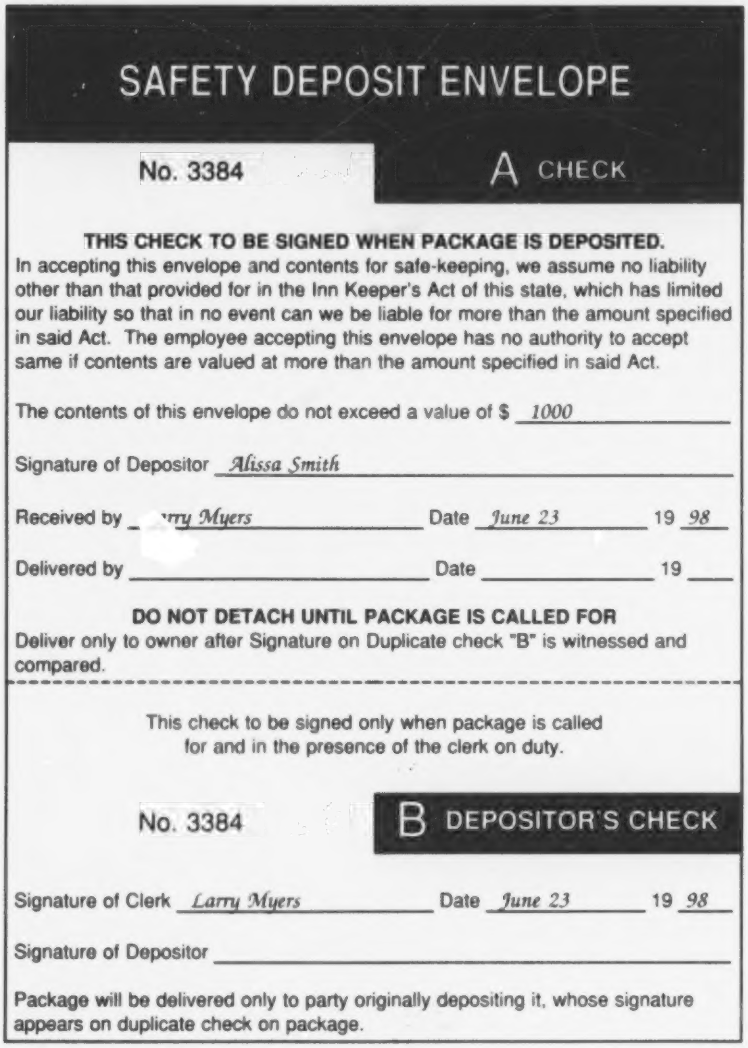
- Gray, William S., and Salvatore C. Liguori. *Hotel and Motel Management and Operations.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.
- Kasavana, Michael L., and Richard M. Brooks. *Managing Front Office Operations*, 3rd ed. East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1991.
- Steadmon, Charles E. *Managing Front Office Operations.* East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1985.
- Vallen, Jerome J. *Check In • Check Out*, 3rd ed. Dubque, Iowa: Wm. C. Brown Publishers, 1985.

Other Front-Office Functions
Unit 5

Answers to Assignment Sheets

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercises may be evaluated using the following forms as guides.

Part A



SAFETY DEPOSIT ENVELOPE

No. 3384 — A CHECK

THIS CHECK TO BE SIGNED WHEN PACKAGE IS DEPOSITED.
In accepting this envelope and contents for safe-keeping, we assume no liability other than that provided for in the Inn Keeper's Act of this state, which has limited our liability so that in no event can we be liable for more than the amount specified in said Act. The employee accepting this envelope has no authority to accept same if contents are valued at more than the amount specified in said Act.

The contents of this envelope do not exceed a value of $ *1000*

Signature of Depositor *Alissa Smith*

Received by *rry Myers* Date *June 23* 19 *98*

Delivered by ______ Date ______ 19 ___

DO NOT DETACH UNTIL PACKAGE IS CALLED FOR
Deliver only to owner after Signature on Duplicate check "B" is witnessed and compared.

This check to be signed only when package is called for and in the presence of the clerk on duty.

No. 3384 — B DEPOSITOR'S CHECK

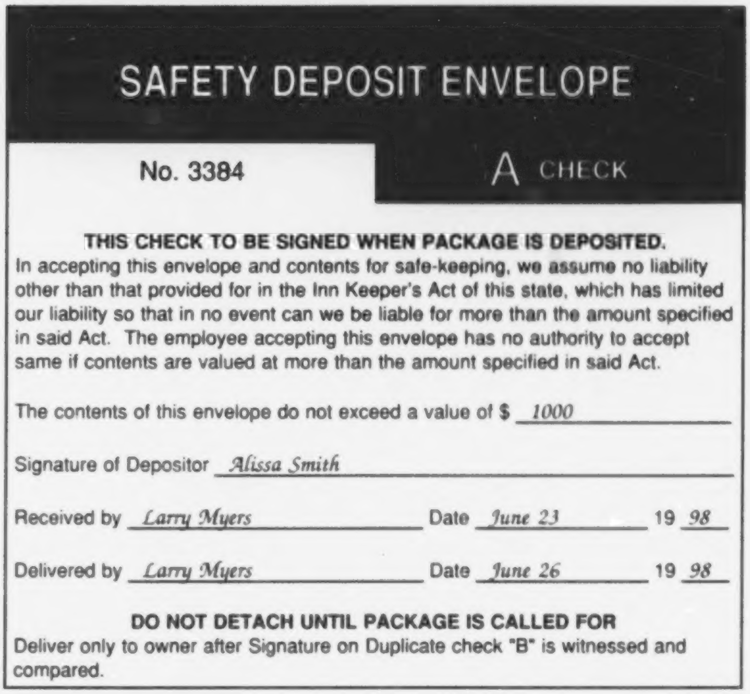
Signature of Clerk *Larry Myers* Date *June 23* 19 *98*

Signature of Depositor ______

Package will be delivered only to party originally depositing it, whose signature appears on duplicate check on package.

Answers to Assignment Sheets

Assignment Sheet 1, Part B



SAFETY DEPOSIT ENVELOPE

No. 3384

A CHECK

THIS CHECK TO BE SIGNED WHEN PACKAGE IS DEPOSITED.
In accepting this envelope and contents for safe-keeping, we assume no liability other than that provided for in the Inn Keeper's Act of this state, which has limited our liability so that in no event can we be liable for more than the amount specified in said Act. The employee accepting this envelope has no authority to accept same if contents are valued at more than the amount specified in said Act.

The contents of this envelope do not exceed a value of $ *1000*

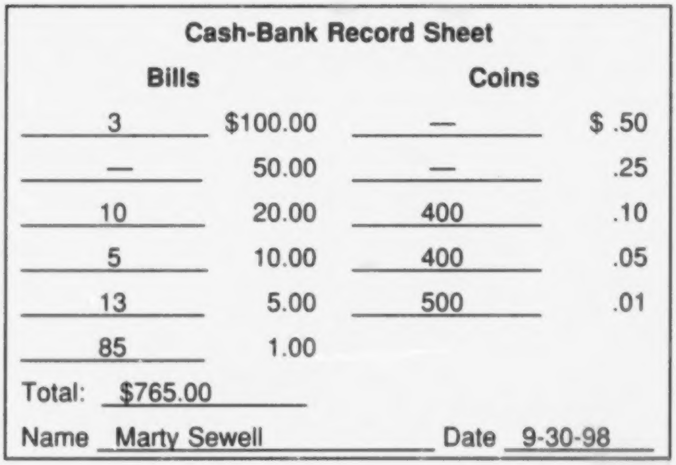
Signature of Depositor *Alissa Smith*

Received by *Larry Myers* Date *June 23* 19 *98*

Delivered by *Larry Myers* Date *June 26* 19 *98*

DO NOT DETACH UNTIL PACKAGE IS CALLED FOR
Deliver only to owner after Signature on Duplicate check "B" is witnessed and compared.

Assignment Sheet 2—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following form as a guide.



Cash-Bank Record Sheet

Bills		**Coins**	
3	$100.00	—	$ .50
—	50.00	—	.25
10	20.00	400	.10
5	10.00	400	.05
13	5.00	500	.01
85	1.00		

Total: $765.00

Name Marty Sewell Date 9-30-98

Answers to Assignment Sheets

Assignment Sheet 3—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the exercise may be evaluated using the following form as a guide.

DEPARTMENT CASHIER'S REPORT

DATE *Sept. 30, 1998*

CASHIER *Marty Sewell*

DEPT. *Front desk*

WATCH *3* A.M. [✓ P.M.] TO *11* A.M. [✓ P.M.]

		AMOUNT		
BILLS $100	*1*	*100*	*00*	
" $ 50	*2*	*100*	*00*	
" $ 20	*3*	*60*	*00*	
" $ 10	*4*	*40*	*00*	
" $ 5	*5*	*25*	*00*	
" $ 1	*6*	*6*	*00*	
SILVER .50	—	—	—	
" .25	*25*	*6*	*25*	
" .10	*60*	*6*	*00*	
" .05	*50*	*2*	*50*	
" .01	*30*		*30*	
VOUCHERS AND CHECKS				
(Please List)				
#1113 Tom Jones		*100*	*00*	
#320 John Smith		*50*	*00*	
#502 Mary Kane		*50*	*00*	
#3412 Dan Fulkerson		*25*	*00*	
#2512 Joanne Johnson		*25*	*00*	
COUPONS	.50	—	—	
"	.25	—	—	
"	.10	—	—	
"	.05	—	—	
TOTAL AMOUNT ENCLOSED		*596*	*05*	

Answers to Assignment Sheets

Assignment Sheet 4—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following as guides.

1. 130.00 yen = 1 U.S. dollar

   1,000,000 = X ?

   $$X = \frac{1{,}000{,}000 \times 1}{130.00} = 7692.31 \text{ U.S. dollars}$$

2. 1.1337 Canadian dollars = 1 U.S. dollar

   500 = X ?

   $$X = \frac{500 \times 1}{1.1337} = 441.03 \text{ U.S. dollars}$$

3. 1.6098 German marks = 1 U.S. dollar

   300 = X ?

   $$X = \frac{300 \times 1}{1.6098} = 186.36 \text{ U.S. dollars}$$

4. 3119.01 Mexican pesos = 1 U.S. dollar

   100,000 = X ?

   $$X = \frac{100{,}000 \times 1}{3119.01} = 32.06 \text{ U.S. dollars}$$

5. .5379 British pounds = 1 U.S. dollar

   600 = X ?

   $$X = \frac{600 \times 1}{.5379} = 1115.45 \text{ U.S. dollars}$$

6. 5.2955 French francs = 1 U.S. dollar

   1200 = X ?

   $$X = \frac{1200 \times 1}{5.2955} = 226.61 \text{ U.S. dollars}$$

Other Front-Office Functions
Unit 5

Answers to Written Test

1. a. Currency kept at front desk to accommodate cash transactions such as cashing checks for hotel guests
   b. Form used to document type and denominations of currency issued to a guest-service agent entrusted with a cash bank
   c. Form used to store and document type and denominations of currency and amount of checks collected over the amount of the opening cash bank issued to a guest-service agent
   d. Value of an item in a series
   e. Form used to store and document ownership of articles placed in hotel's safety-deposit boxes

2. a. 9
   b. 5
   c. 1
   d. 4
   e. 2
   f. 6
   g. 7
   h. 3
   i. 8
   j. 10

3. a. 2
   b. 4
   c. 7
   d. 1
   e. 3
   f. 5
   g. 6

4. a. Obtain cash bank and an opening cash-bank record sheet from designated hotel personnel.
   b. Divide currency into type and denominations.
   c. In front of designated person, count opening cash bank and document amounts on opening cash-bank record sheet.
   d. Set up cash drawer.

5. a. Obtain opening cash-bank record sheet and remove from cash drawer all cash and checks collected during shift.
   b. Obtain cash-deposit envelope and a closing cash-bank record sheet from designated hotel personnel.
   c. Divide currency into type and denominations.
   d. Check opening cash-bank record sheet and separate out the amount of the opening cash bank.
   e. In front of designated person, count cash bank and document on closing cash-bank record sheet.
   f. Separate remaining currency and checks into denominations.

Answers to Written Test

g. In front of designated person, count and document remaining currency and checks on cash-deposit envelope and insert currency and checks into envelope.
h. Return cash bank and cash-bank record sheets to designated person.
i. Place cash-deposit envelope in designated place for safe-keeping.

6. a. 6
b. 10
c. 1
d. 2
e. 3
f. 7
g. 8
h. 9
i. 4
j. 5

7. a. 4
b. 2
c. 1
d. 3
e. 6
f. 5
g. 9
h. 7
i. 8

Other Front-Office Functions
Unit 5

Written Test

Name ______________________________ Score ____________

1. Define terms associated with front-office functions. Write your answers on the blanks provided beside each term below.

   a. Cash bank ______________________________
   ____
   ____

   b. Cash-bank record sheet ______________________________
   ____
   ____

   c. Cash-deposit envelope ______________________________
   ____
   ____

   d. Denomination ______________________________
   ____
   ____

   e. Safety-deposit envelope ______________________________
   ____
   ____

2. Arrange in order steps in issuing a safety-deposit box. Write the numbers (1 through 10) on the blanks provided. Items continue on the following page.

   ______a. Present guest with guest key to safety-deposit box and explain that Part B of the safety-deposit envelope is not to be signed until the guest returns to access the safety-deposit box.

   ______b. Ask guest to review information on Part A of safety-deposit envelope and then, if information is correct, have guest sign "signature of depositor" section on Part A.

Written Test

______c. Address guest with appropriate greeting phrase.

______d. Sign your name and today's date on "received by" section of Part A of safety-deposit envelope.

______e. Obtain safety-deposit envelope, determine availability of a safety-deposit box, and obtain master key and guest key for safety-deposit box.

______f. Sign your name and today's date on the "signature of clerk" section of Part B of safety-deposit envelope.

______g. If object to be deposited is small enough to fit in safety-deposit envelope, have guest place object inside envelope, seal envelope, and detach Part B from safety-deposit envelope; if object is too large to fit inside safety-deposit envelope, detach Parts A and B from envelope, attach Part A to object, and provide guest with Part B from envelope.

______h. Lead guest in providing information to complete "content value" section on Part A of safety-deposit envelope.

______i. Present guest with available safety-deposit box and request that he or she place envelope or labelled object inside safety-deposit box.

______j. Store master key to safety-deposit box.

3. Arrange in order steps in accessing and closing a safety-deposit box. Write the numbers (1 through 7) on the blanks provided below. Items continue on the following page.

______a. Ask guest to present Part B of safety-deposit envelope and guest key to safety-deposit box.

______b. Present guest with safety-deposit box and request that he or she open the box.

______c. Sign your signature and date on "delivered by" section of Part A of safety-deposit envelope, file Parts A and B of safety-deposit envelope, and return box and guest key to storage.

______d. Address guest with appropriate greeting phrase.

______e. Ask guest to sign "signature of depositor" section of Part B of safety-deposit envelope.

______f. Compare guest signature on Part B of safety-deposit envelope with guest signature on Part A of safety-deposit envelope, which is stored with object in safety-deposit box.

Written Test

_______g. If signatures match, remove Part A of safety-deposit envelope from safety-deposit box, deliver deposited object to guest, and retain both Parts A and B of safety-deposit envelope and guest key to safety-deposit box.

4. State steps in opening a cash bank. Write your answers on the blanks provided below.

a. Step 1: ____

____

b. Step 2: ____

____

c. Step 3: ____

____

d. Step 4: ____

____

5. State steps in closing a cash bank. Write your answers on the blanks provided below.

a. Step 1: ____

____

b. Step 2: ____

____

c. Step 3: ____

____

d. Step 4: ____

____

e. Step 5: ____

____

f. Step 6: ____

____

Written Test

g. Step 7: ____

____

h. Step 8: ____

____

i. Step 9: ____

____

6. Arrange in order steps in cashing guest checks. Write the numbers (1 through 9) on the blanks provided.

______a. Verify that the guest is staying at the hotel by obtaining his or her registration card and comparing the signature on the bottom of the card to the signature on the check.

______b. Place check in cash drawer and close cash drawer.

______c. Address guest with appropriate greeting phrase.

______d. Determine amount of check guest wishes to cash.

______e. Obtain check from guest and ask guest for an ID and a credit card.

______f. Endorse the back of the check to the hotel by stamping the check "for deposit only."

______g. Open cash drawer and count out currency for the amount of the check.

______h. Recount cash as you give it to the guest.

______i. Compare name, address, and signature on check to that on ID and credit card.

______j. Examine check for authenticity

7. Arrange in order steps in exchanging foreign currency. Write the numbers (1 through 9) on the blanks provided. Items continue on the following page.

______a. Check currency for authenticity.

______b. Verify that guest is staying at the hotel.

Written Test

______c. Address guest with appropriate greeting phrase.

______d. Determine that hotel will accept the currency of the guest's country.

______e. Compute correct U.S. currency amount for exchange.

______f. Check daily exchange-rate sheet to determine current exchange rate.

______g. Place foreign currency behind cash tray in cash drawer and close cash drawer.

______h. Open cash drawer and count out currency.

______i. Recount cash as you give it to the guest.

Permission to duplicate this test is granted.

Other Front-Office Functions
Unit 5

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Complete a Safety-Deposit Envelope Rating _____

Comments: ____

____

____

Assignment Sheet 2—Complete a Cash-Bank Record Sheet Rating _____

Comments: ____

____

____

Assignment Sheet 3—Complete a Cash-Deposit Envelope Rating _____

Comments: ____

____

____

Assignment Sheet 4—Compute Currency Exchanges Rating _____

Comments: ____

____

____

Unit Evaluation Form

Job-sheet rating

Job Sheet 1—Set Up a Cash Drawer Rating ______

Comments: ____

____

____

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____

____

____

Teacher signature______________________________ Date ____________

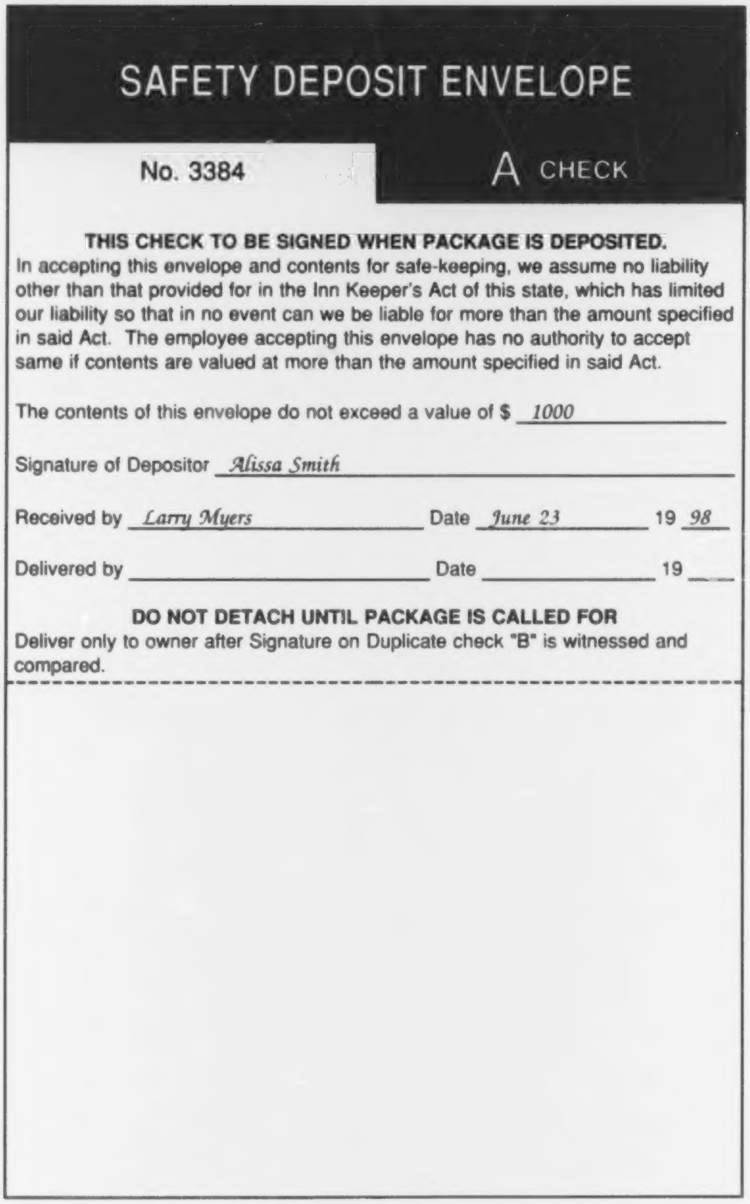
Student signature______________________________ Date ____________

Permission to duplicate this form is granted.

Other Front-Office Functions
Unit 5

Teacher Supplement 1—Safety-Deposit Envelope for Part B of Assignment Sheet 1

Envelope



SAFETY DEPOSIT ENVELOPE

No. 3384

A CHECK

THIS CHECK TO BE SIGNED WHEN PACKAGE IS DEPOSITED.
In accepting this envelope and contents for safe-keeping, we assume no liability other than that provided for in the Inn Keeper's Act of this state, which has limited our liability so that in no event can we be liable for more than the amount specified in said Act. The employee accepting this envelope has no authority to accept same if contents are valued at more than the amount specified in said Act.

The contents of this envelope do not exceed a value of $ *1000*

Signature of Depositor *Alissa Smith*

Received by *Larry Myers* Date *June 23* 19 *98*

Delivered by ____________ Date ____________ 19 ___

DO NOT DETACH UNTIL PACKAGE IS CALLED FOR
Deliver only to owner after Signature on Duplicate check "B" is witnessed and compared.

Safety-Deposit Envelope—Part A

No. 3384	A CHECK

THIS CHECK TO BE SIGNED WHEN PACKAGE IS DEPOSITED.

In accepting this envelope and contents for safe-keeping, we assume no liability other than that provided for in the Inn Keeper's Act of this state, which has limited our liability so that in no event can we be liable for more than the amount specified in said Act. The employee accepting this envelope has no authority to accept same if contents are valued at more than the amount specified in said Act.

The contents of this envelope do not exceed a value of $ ____________________

Signature of Depositor ______________________________________

Received by ________________________ Date ________________ 19 ____

Delivered by ________________________ Date ________________ 19 ____

DO NOT DETACH UNTIL PACKAGE IS CALLED FOR

Deliver only to owner after Signature on Duplicate check "B" is witnessed and compared.

Used with permission of the American Hotel Register Company, Northbrook, Illinois.

Safety-Deposit Envelope— Part B

This check to be signed only when package is called for and in the presence of the clerk on duty.

No. 3384

B DEPOSITOR'S CHECK

Signature of Clerk ______________________ Date ____________________ 19 ____

Signature of Depositor ____

Package will be delivered only to party originally depositing it, whose signature appears on duplicate check on package.

Used with permission of the American Hotel Register Company, Northbrook, Illinois.

Cash-Bank Record Sheet

Cash-Bank Record Sheet

	Bills		Coins
__________	$100.00	__________	$ .50
__________	50.00	__________	.25
__________	20.00	__________	.10
__________	10.00	__________	.05
__________	5.00	__________	.01
__________	1.00		

Total: __________

Name ____________________ Date __________

Typical Cash-Tray Setup

$100

$50	$20	$10	$5	$1
$.50	$.25	$.10	$.05	$.01

Cash-Deposit Envelope

DEPARTMENT
CASHIER'S REPORT

DATE

CASHIER

DEPT.

WATCH A.M. P.M. TO A.M. P.M.

	AMOUNT		
BILLS $100			
" $ 50			
" $ 20			
" $ 10			
" $ 5			
" $ 1			
SILVER .50			
" .25			
" .10			
" .05			
" .01			
VOUCHERS AND CHECKS			
(Please List)			
COUPONS .50			
" .25			
" .10			
" .05			
TOTAL AMOUNT ENCLOSED			

Exchange-Rate Sheet

Foreign Markets

NEW YORK (AP) — Foreign Exchange, New York prices. Rates for trades of $1 million minimum.

	Fgn. currency in dollars		Dollar in fgn. currency	
	Mon.	Fri.	Mon.	Fri.
f-Argent	.000101	.000101	9918.8	9918.8
Australia	.7858	.7858	1.2726	1.2726
Austria	.0883	.0889	11.33	11.13
c-Belgium	.0301	.0300	33.27	33.29
Brazil	.0012	.0013	840.00	775.35
Britain	1.8590	1.8643	.5379	.5364
30-day fwd	1.7672	1.7579	.5659	.5689
60-day fwd	1.7590	1.7494	.5685	.5716
90-day fwd	1.7510	1.7415	.5711	.5742
Canada	.8821	.8814	1.1337	1.1345
30-day fwd	.8801	.8797	1.1362	1.1368
60-day fwd	.8782	.8777	1.1387	1.1393
90-day fwd	.8764	.8760	1.1410	1.1416
y-Chile	.002715	.002739	368.33	365.16
Colombia	.001639	.001695	610.00	589.97
Denmark	.1600	.1577	6.2500	6.3400
z-Ecudr	.000877	.000881	1140.00	1135.70
ECU	1.24947	1.28251	.8003	.7781
d-Egypt	.3003	.2999	3.3305	3.3339
Finland	.2305	.2318	4.3390	4.3141
France	.1888	.1897	5.2955	5.2725
Germany	.6212	.6167	1.6098	1.6215
30-day fwd	.6187	.6144	1.6163	1.6276
60-day fwd	.6163	.6119	1.6225	1.6342
90-day fwd	.6041	.6073	1.6285	1.6466
Greece	.005460	.005503	183.15	181.72
Hong Kong	.1290	.1290	7.7545	7.7525
y-India	.0387	.0389	25.840	25.790
Indnsia	.000505	.000505	1980.00	1980.00
Ireland	1.6565	1.6380	.6037	.6105
Israel	.4292	.4401	2.3300	2.2722
Italy	.000824	.000819	1213.40	1221.50
Japan	.007692	.007695	130.00	129.95
z-Mexico	.000321	.000321	3119.01	3119.01
30-dy fwd	.007685	.007688	130.12	130.08
60-dy fwd	.007678	.007680	130.25	130.20
90-dy fwd	.007671	.007674	130.36	130.31

ECU: European Currency Unit, a basket of European currencies. The Federal Reserve Board's index of the value of the dollar against 10 other currencies weighted on the basis of trade was 87.68 Monday, off .054 points or 0.62 percent from Friday's 88.22. A year ago the index was 83.16.

Late closing prices as of 3:00 p.m. Eastern Time from Telerate Systems and other sources.

c-commercial rate, d-free market rate, f-financial rate, y-official rate, z-floating rate.

Other Front-Office Functions
Unit 5

Information Sheet

1. **Terms and definitions associated with front-office functions**

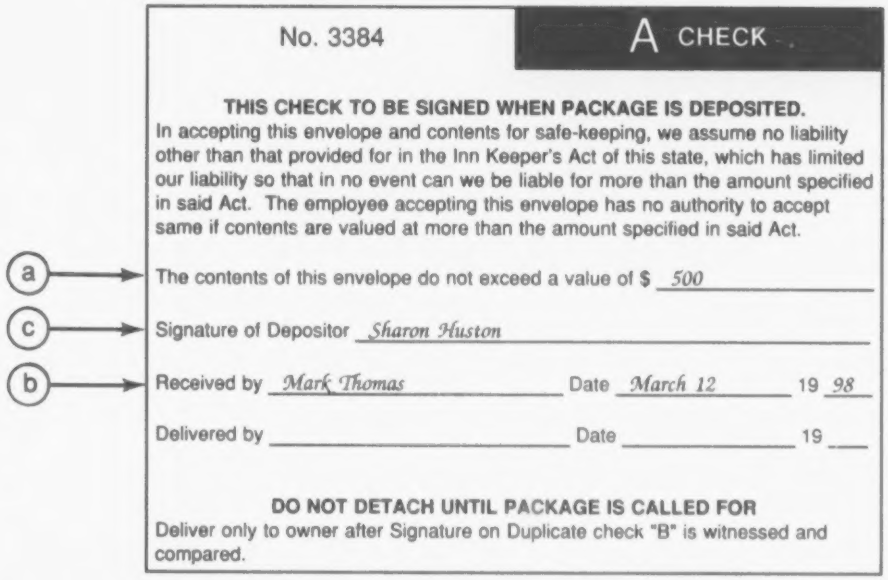
   - **Cash bank**—Currency kept at front desk to accommodate cash transactions such as cashing checks for hotel guests
   - **Cash-bank record sheet** (see Student Supplement 3)—Form used to document type (cash or coin) and denominations of currency issued to a guest-service agent entrusted with a cash bank
   - **Cash-deposit envelope** (see Student Supplement 5)—Form used to store and document type (cash or coin) and denominations of currency and amount of checks collected over the amount of the opening cash bank issued to a guest-service agent
   - **Denomination**—Value of an item in a series (as of money)
   - **Safety-deposit envelope** (see Student Supplement 1)—Form used to store and document ownership of articles placed in hotel's safety-deposit boxes

2. **Steps in issuing a safety-deposit box**

   - **Step 1:** Address guest with appropriate greeting phrase.
   - **Step 2:** Obtain safety-deposit envelope, determine availability of a safety-deposit box, and obtain master key and guest key for safety-deposit box.
   - **Step 3:** Lead guest in providing information to complete "content value" section on Part A (check) of safety-deposit envelope (see Figure 1-a).
   - **Step 4:** Sign your name and today's date on "received by" section of Part A of safety-deposit envelope (see Figure 1-b).
   - **Step 5:** Ask guest to review information on Part A of safety-deposit envelope and then, if information is correct, have guest sign "signature of depositor" section on Part A (see Figure 1-c).

Information Sheet

Figure 1



No. 3384

A CHECK

THIS CHECK TO BE SIGNED WHEN PACKAGE IS DEPOSITED.

In accepting this envelope and contents for safe-keeping, we assume no liability other than that provided for in the Inn Keeper's Act of this state, which has limited our liability so that in no event can we be liable for more than the amount specified in said Act. The employee accepting this envelope has no authority to accept same if contents are valued at more than the amount specified in said Act.

The contents of this envelope do not exceed a value of $ *500*

Signature of Depositor *Sharon Huston*

Received by *Mark Thomas* Date *March 12* 19 *98*

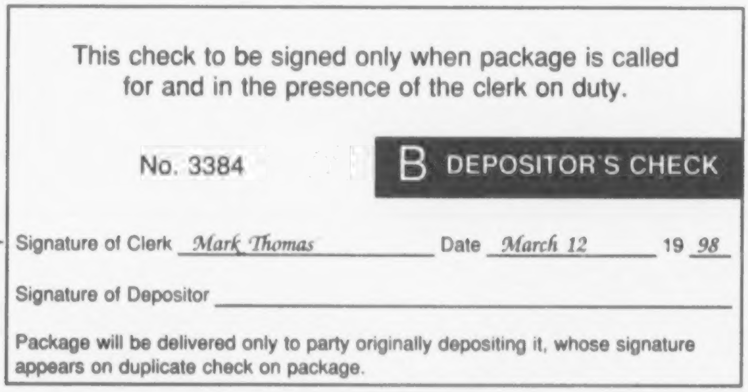
Delivered by ______ Date ______ 19 ___

DO NOT DETACH UNTIL PACKAGE IS CALLED FOR

Deliver only to owner after Signature on Duplicate check "B" is witnessed and compared.

- **Step 6:** Sign your name and today's date on the "signature of clerk" section of Part B (depositor's check) of safety-deposit envelope (see Figure 2)

Figure 2



This check to be signed only when package is called for and in the presence of the clerk on duty.

No. 3384

B DEPOSITOR'S CHECK

Agent signs here.

Signature of Clerk *Mark Thomas* Date *March 12* 19 *98*

Signature of Depositor ______

Package will be delivered only to party originally depositing it, whose signature appears on duplicate check on package.

- **Step 7:** If object to be deposited is small enough to fit in safety-deposit envelope, have guest place object inside envelope, seal envelope, and detach Part B from safety-deposit envelope; if object is too large to fit inside safety-deposit envelope, detach Parts A and B from envelope, attach Part A to object, and provide guest with Part B from envelope.

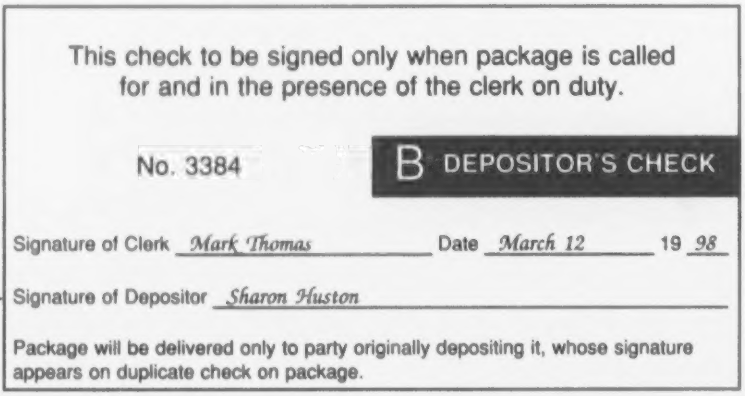
Information Sheet

- **Step 8:** Present guest with available safety-deposit box and request that he or she place envelope or labelled object inside safety-deposit box.
- **Step 9:** Present guest with guest key to safety-deposit box and explain that Part B of safety-deposit envelope is not to be signed until the guest returns to access the safety-deposit box.
- **Step 10:** Store master key to safety-deposit box.

3. Steps in accessing and closing a safety-deposit box

- **Step 1:** Address guest with appropriate greeting phrase.
- **Step 2:** Ask guest to present Part B of safety-deposit envelope and guest key to safety-deposit box.
- **Step 3:** Ask guest to sign "signature of depositor" section of Part B of safety-deposit envelope (see Figure 3).

Figure 3



This check to be signed only when package is called for and in the presence of the clerk on duty.

No. 3384

B DEPOSITOR'S CHECK

Signature of Clerk *Mark Thomas* Date *March 12* 19 *98*

Signature of Depositor *Sharon Huston*

Package will be delivered only to party originally depositing it, whose signature appears on duplicate check on package.

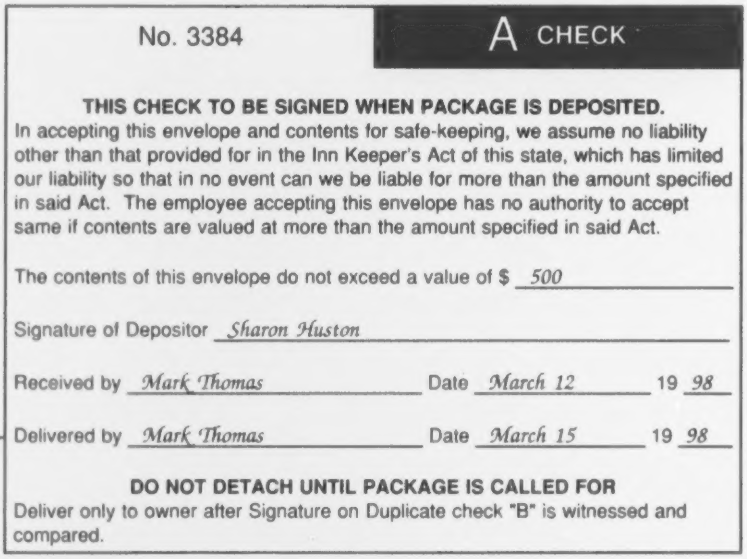
Guest signs here.

- **Step 4:** Present guest with safety-deposit box and request that he or she open the box.
- **Step 5:** Compare guest signature on Part B of safety-deposit envelope with guest signature on Part A of safety-deposit envelope, which is stored with object in safety-deposit box.
- **Step 6:** If signatures match, remove Part A of safety-deposit envelope from safety-deposit box, deliver deposited object to guest, and retain both Parts A and B of safety-deposit envelope and guest key to safety-deposit box.

Information Sheet

- **Step 7:** Sign your signature and date on "delivered by" section of Part A of safety-deposit envelope (see Figure 4), file Parts A and B of safety-deposit envelope, and return box and guest key to storage.

Figure 4



No. 3384

A CHECK

THIS CHECK TO BE SIGNED WHEN PACKAGE IS DEPOSITED.

In accepting this envelope and contents for safe-keeping, we assume no liability other than that provided for in the Inn Keeper's Act of this state, which has limited our liability so that in no event can we be liable for more than the amount specified in said Act. The employee accepting this envelope has no authority to accept same if contents are valued at more than the amount specified in said Act.

The contents of this envelope do not exceed a value of $ 500

Signature of Depositor Sharon Huston

Received by Mark Thomas Date March 12 19 98

Delivered by Mark Thomas Date March 15 19 98

DO NOT DETACH UNTIL PACKAGE IS CALLED FOR

Deliver only to owner after Signature on Duplicate check "B" is witnessed and compared.

Agent signs here. →

*Figures 1 through 4 used with permission of the American Hotel Register Company, Northbrook, Illinois.

4. Steps in opening a cash bank

Note: A *cash bank* is cash assigned to a guest-service agent (cashier or front-office person) to be used to accommodate guests requesting cash transactions. Normally, the agent signs for the cash bank at the beginning of his or her workshift, he or she alone uses the cash bank and records transactions made during the shift, and then he or she signs the cash bank back in after completing the shift.

- **Step 1:** Obtain cash bank and an opening cash-bank record sheet from designated hotel personnel.

  Note: Normally, the cash bank and a record sheet are obtained from the accounting office.

- **Step 2:** Divide currency into type (bills and coin) and denominations.

- **Step 3:** In front of designated person, count opening cash bank and document amounts on opening cash-bank record sheet.

  Note: You will learn the steps in filling out a cash-bank record sheet in Student Supplement 2.

Information Sheet

- **Step 4:** Set up cash drawer.

  Note: You will learn the steps in setting up a cash drawer in Job Sheet 1.

5. **Steps in closing a cash bank**

- **Step 1:** Obtain opening cash-bank record sheet and remove from cash drawer all cash and checks collected during shift.

- **Step 2:** Obtain cash-deposit envelope and a closing cash-bank record sheet from designated hotel personnel.

  Note: The cash-deposit envelope is usually obtained from the accounting office.

- **Step 3:** Divide currency into type (bills and coin) and denominations.

- **Step 4:** Check opening cash-bank record sheet and separate out the amount of the opening cash bank.

- **Step 5:** In front of designated person, count cash bank and document on closing cash-bank record sheet.

  Note: You will learn the proper way to document a cash bank in Student Supplement 2.

- **Step 6:** Separate remaining currency and checks into denominations.

- **Step 7:** In front of designated person, count and document remaining currency and checks on cash-deposit envelope and insert currency and checks into envelope.

  Note: You will learn the proper way to fill out a cash-deposit envelope in Student Supplement 4.

- **Step 8:** Return cash bank and cash-bank record sheets to designated person.

- **Step 9:** Place cash-deposit envelope in designated place for safe-keeping (usually a vault).

6. **Steps in cashing guest checks**

- **Step 1:** Address guest with appropriate greeting phrase.

- **Step 2:** Determine amount of check guest wishes to cash.

  Note: Some hotel policies limit the amount of money a guest may receive by check.

Information Sheet

- **Step 3:** Obtain check from guest and ask guest for an ID (such as a driver's license) and a credit card.
- **Step 4:** Compare name, address, and signature on check to that on ID and credit card.

  Note: If guest is presenting you with a traveler's check, you will find two signatures on the check. One signature is placed on the check when it is purchased. One signature should be placed on the check as you watch the guest sign the check. Compare these two signatures as well as those on the ID and credit card.
- **Step 5:** Examine check for authenticity. (See Student Supplements 7 and 8.)
- **Step 6:** Verify that the guest is staying at the hotel by obtaining his or her registration card and comparing the signature on the bottom of the card to the signature on the check.
- **Step 7:** Endorse the back of the check to the hotel by stamping the check "for deposit only."
- **Step 8:** Open cash drawer and count out currency for the amount of the check.
- **Step 9:** Recount cash as you give it to the guest.
- **Step 10:** Place check in cash drawer and close cash drawer.

7. **Steps in exchanging foreign currency**

- **Step 1:** Address guest with appropriate greeting phrase.
- **Step 2:** Verify that guest is staying at the hotel.

  Note: Most hotels will allow you to exchange currency for hotel guests only.
- **Step 3:** Determine that hotel will accept the currency of the guest's country.

  Note: Some hotels will only exchange the currency of certain countries.
- **Step 4:** Check currency for authenticity.
- **Step 5:** Check daily exchange-rate sheet (see Student Supplement 9) to determine current exchange rate.

  Note: Some hotels will use the exchange rates printed in the financial sections of a daily newspaper (see the example in Student Supplement 9); other hotels have a line to a stock exchange that provides the current exchange rates. New rates are usually issued just once a day; however, if a particular country is in turmoil, new rates may be issued more than once a day.

Information Sheet

- **Step 6:** Compute correct U.S. currency amount for exchange.

  Example: A guest from Canada presents you with 100 Canadian dollars to exchange to U.S. dollars. The exchange rate posted in the daily newspaper (see Student Supplement 9) is

  .8821 U.S. dollars = 1 Canadian dollar, therefore

  $.8821 × 100 = $88.21

- **Step 7:** Open cash drawer and count out currency.

- **Step 8:** Recount cash as you give it to the guest.

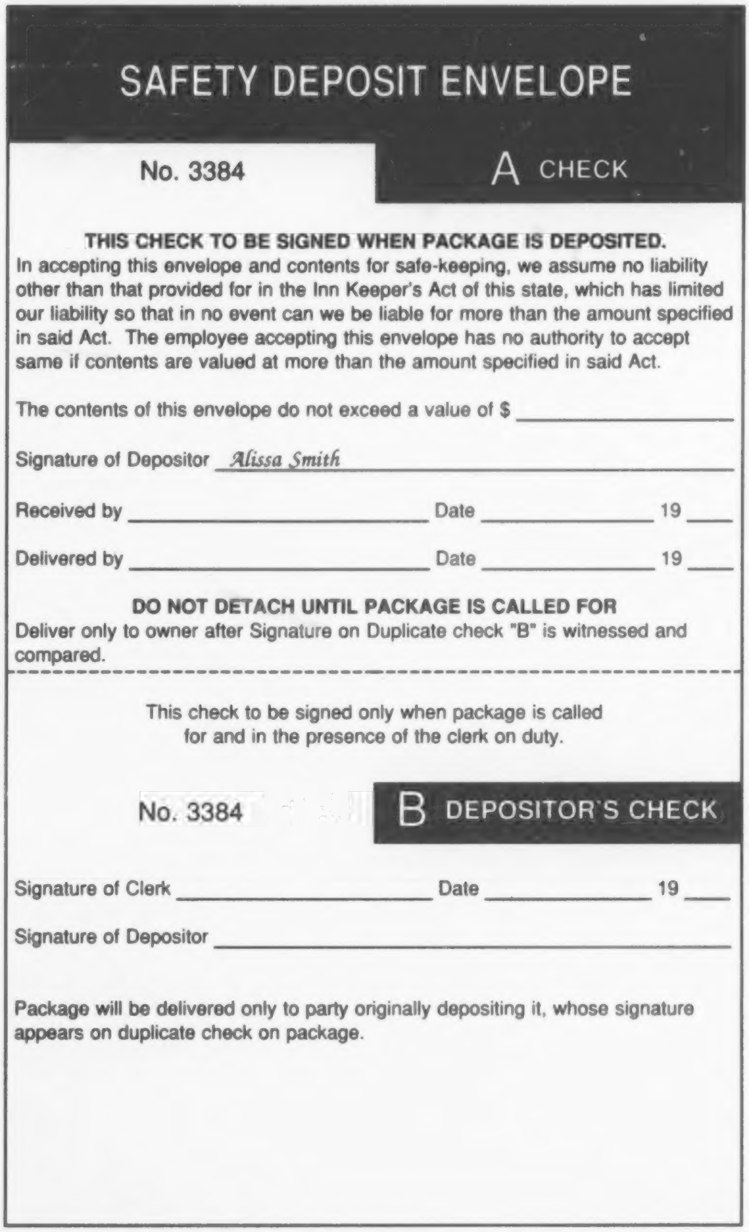
- **Step 9:** Place foreign currency behind cash tray in cash drawer and close cash drawer.

  Note: Hotel policies vary on how foreign currency is accounted for at the end of the shift. Consult your supervisor to determine this policy.

Other Front-Office Functions
Unit 5

Student Supplement 1—Safety-Deposit Envelope

Envelope for Part A of Assignment Sheet 1



SAFETY DEPOSIT ENVELOPE

No. 3384 | A CHECK

THIS CHECK TO BE SIGNED WHEN PACKAGE IS DEPOSITED.

In accepting this envelope and contents for safe-keeping, we assume no liability other than that provided for in the Inn Keeper's Act of this state, which has limited our liability so that in no event can we be liable for more than the amount specified in said Act. The employee accepting this envelope has no authority to accept same if contents are valued at more than the amount specified in said Act.

The contents of this envelope do not exceed a value of $ ____________

Signature of Depositor *Alissa Smith*

Received by ____________ Date ____________ 19 ____

Delivered by ____________ Date ____________ 19 ____

DO NOT DETACH UNTIL PACKAGE IS CALLED FOR

Deliver only to owner after Signature on Duplicate check "B" is witnessed and compared.

This check to be signed only when package is called for and in the presence of the clerk on duty.

No. 3384 | B DEPOSITOR'S CHECK

Signature of Clerk ____________ Date ____________ 19 ____

Signature of Depositor ____________

Package will be delivered only to party originally depositing it, whose signature appears on duplicate check on package.

Used with permission of the American Hotel Register Company, Northbrook, Illinois.

Other Front-Office Functions
Unit 5

Student Supplement 2—Steps in Completing a Cash-Bank Record Sheet

You are required to document the contents of your cash bank on a cash-bank record sheet each time you open and close the cash bank. Follow the steps in the example below to learn how to document a cash bank on a record sheet.

Example: After Maria Reyes has divided the currency (bills and coins) in her cash bank into type and denominations, she determines that she has the following:

Bills	**Coin**
Three $100 bills	Twenty $.50
Four $50 bills	Twenty $.25
Four $20 bills	Twenty $.10
Ten $10 bills	Twenty $.05
Twenty $5 bills	Fifty $.01
Twenty $1 bills	

Then Maria completes the following steps.

1. Record the type and denominations of currency on cash-bank record sheet. See Figure 1.

Figure 1

Cash-Bank Record Sheet

Bills		**Coins**	
($300) 3	$100.00	($10) 20	$ .50
($200) 4	50.00	($5) 20	.25
($80) 4	20.00	($2) 20	.10
($100) 10	10.00	($1) 20	.05
($100) 20	5.00	($.50) 50	.01
($20) 20	1.00		

Total: ____________

Name ____________________ Date ________

Student Supplement 2

2. Using calculator or adding machine with tape, total currency (bills and coin); retain tape showing total.

3. Record total on cash-bank record sheet. See Figure 2.

Figure 2

Cash-Bank Record Sheet

Bills		**Coins**	
3	$100.00	20	$ .50
4	50.00	20	.25
4	20.00	20	.10
10	10.00	20	.05
20	5.00	50	.01
20	1.00		

Total: $818.50

Name Maria Reyes Date Nov. 18, 1996

4. Sign and date the cash-bank record sheet. See Figure 2.

5. Attach tape showing total to cash-bank record sheet.

Other Front-Office Functions
Unit 5

Student Supplement 3—Cash-Bank Record Sheet

Cash-Bank Record Sheet

Bills		**Coins**	
______________	$100.00		
______________	50.00	______________	.50
______________	20.00	______________	.25
______________	10.00	______________	.10
______________	5.00	______________	.05
______________	1.00	______________	.01

Total: _____________

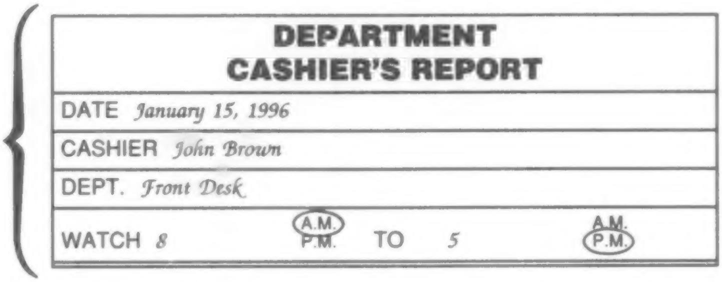
Name ______________________ Date _________

Other Front-Office Functions
Unit 5

Student Supplement 4—Steps in Completing a Cash-Deposit Envelope

1. Complete top portion (Section 1) of envelope (see Figure 1)

Figure 1



Section 1

DEPARTMENT CASHIER'S REPORT

DATE *January 15, 1996*

CASHIER *John Brown*

DEPT. *Front Desk*

WATCH *8* [✓ A.M.] P.M. TO *5* A.M. [✓ P.M.]

2. Record the type and denominations of currency on Section 2 of Cash-Deposit Envelope (see Figure 2).
3. Using calculator or adding machine with tape, add currency total; retain tape.
4. Record (list) checks, vouchers, and coupon amounts on Section 3 of Cash-Deposit Envelope (see Figure 2).
5. Using calculator or adding machine with tape, add check/voucher/coupon totals; retain tape.
6. Calculate and record "total amount enclosed."
7. Place currency, checks, vouchers, coupons, and tapes inside envelope; seal envelope.

Student Supplement 4

Figure 2

			AMOUNT		
Section 2	BILLS $100	3	300	00	
	" $ 50	4	200	00	
	" $ 20	6	120	00	
	" $ 10	10	100	00	
	" $ 5	5	25	00	
	" $ 1	25	25	00	
	SILVER .50	50	25	00	
	" .25	50	12	50	
	" .10	50	5	00	
	" .05	50	2	50	
	" .01	50		50	
Section 3	VOUCHERS AND CHECKS				
	(Please List)				
	#1150 Sally Walker		100	00	
	#5066 Edwin Holt		25	00	
	COUPONS	.50	—	—	
	"	.25	—	—	
	"	.10	—	—	
	"	.05	—	—	
	TOTAL AMOUNT ENCLOSED		940	50	

Other Front-Office Functions
Unit 5

Student Supplement 5—Cash-Deposit Envelope

DEPARTMENT
CASHIER'S REPORT

DATE

CASHIER

DEPT.

WATCH A.M. P.M. TO A.M. P.M.

	AMOUNT		
BILLS $100			
" $ 50			
" $ 20			
" $ 10			
" $ 5			
" $ 1			
SILVER .50			
" .25			
" .10			
" .05			
" .01			
VOUCHERS AND CHECKS			
(Please List)			
COUPONS .50			
" .25			
" .10			
" .05			
TOTAL AMOUNT ENCLOSED			

Other Front-Office Functions
Unit 5

Student Supplement 6—Counterfeit Paper-Currency Test

Test 1—General appearance

You can detect bogus bills by becoming more familiar with paper currency. Most counterfeits are made by a photo-mechanical process and the printing appears flat and lacks the three-dimensional quality of genuine notes. Look closely . . . the counterfeiter does not possess the skill of the government's master craftspersons, and does not have access to sophisticated equipment.

Test 2—Comparison

Look for differences . . . not similarities. Compare the suspect note with a genuine bill of the same denomination and series. For close examination, use a magnifying glass to study the quality of the printing, especially the sharpness of the crossing lines in the background. Crossing lines on bogus bills often appear ragged or partly merged.

Test 3—Paper

United States paper currency is printed on special paper made with red and blue fibers. Consequently, the bogus moneymakers either ignore these fibers, or attempt to simulate them by printing red and blue lines on the surface of the paper. These fake marks can be removed merely by scratching or erasing the surface of the counterfeit. Rubbing a bill is not a good test; ink will rub off either good or bogus bills. Beware of paper that feels extra light or heavy.

Test 4—Detail/clarity

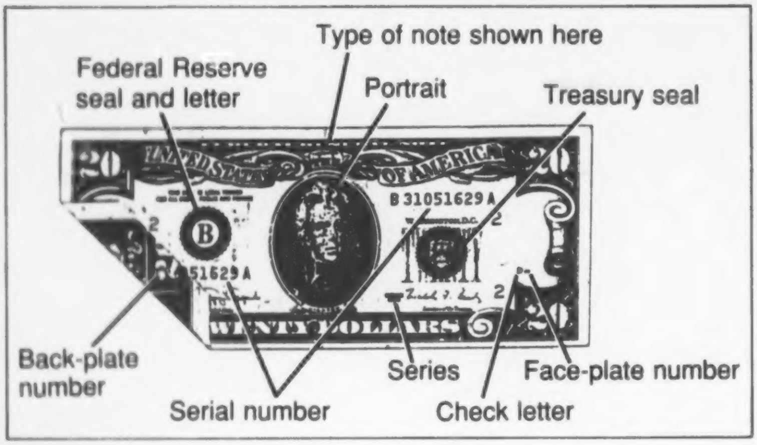
In counterfeit paper currency the portrait does not appear as lifelike as on the real note. Hairlines are not distinct. Sawtooth points on seals are usually uneven, blunt, and broken off. Fine border lines are not clear and distinct. In examining bills, look for dullness in the portrait and for extra dark or light shading.

Test 5—Important features

You can be an expert on paper currency by learning to recognize these important features and their exact positions. (See Figure 1.)

Student Supplement 6

Figure 1


Type of note shown here
Federal Reserve seal and letter
Portrait
Treasury seal
Back-plate number
Series
Face-plate number
Serial number
Check letter

Facts about paper currency

- There are three types of U.S. paper currency in circulation. The name of each type appears on the upper face of the bill. The different bills are identified by the color of the treasury seal and serial numbers. (See Table 1.)
- Silver certificates as well as $2 and $5 United States notes are no longer being printed.
- The $100 bill is the highest denomination now being printed.

Table 1

Type	Treasury seal & serial number	Denomination
Fed. reserve notes	Green	$1, $2, $5, $10, $20, $50, $100
U.S. notes	Red	$2, $5, $100
Silver certificates	Blue	$1, $5, $10

Action—If it is counterfeit

- Do not return it to the passer.
- Delay the passer, if possible.
- Telephone the police or the United States Secret Service.
- Note the passer's description, the description of any companion, and the license number of the vehicle used.
- Write your initials and the date on the bill and surrender the bill only to the police or the U.S. Secret Service.

Adapted with permission of Frank W. Abagnale and Associates, Inc., Box 701290, Tulsa, Oklahoma 74170; telephone 1-918-492-6590.

Other Front-Office Functions
Unit 5

Student Supplement 7—Steps to Follow When Accepting Checks

1. **Be cautious of new checking accounts.**

   Of all the insufficient, "hot" checks, 90 percent are drawn on accounts less than a year old. The consecutive numbers in the upper-right-hand corner begin with 101 and you should be especially careful when taking low-numbered checks. Because knowing the age of the account is so important, some banks now print a code of when the account was opened (for example, 0278 means February, 1978) on all checks.

2. **Place all information on front of check.**

   Each of the many steps in the clearing process is documented by stamps on the back of the check. ID information on this side could very easily be covered up and become useless for collection and prosecution purposes. Either write the information consecutively across the top of the front or use the cross method:

Driver's license number	Credit-card number
Clerk's initials	Other ID or manager's approval

3. **Examine driver's license carefully.**

   After you have the license out of the customer's wallet and in your hand, quickly ask yourself the following questions: Is the person in the photo and in front of you the same person? Are the addresses on the check and license the same? When does the license expire? More than 60 percent of the forged checks last year were cashed with an expired driver's license. Also, the courts have ruled that licenses are legally worthless for identification as soon as they expire. Be sure you examine the driver's license carefully.

4. **Ask for local, not national, credit cards.**

   The major credit-card companies, such as American Express, MasterCard, Visa, Diners Club, and Discover have policies against giving out any information about their customers (which is exactly why you take credit cards in the first place). They are also the ones forgers are most likely to have. Local stores are usually willing to give you helpful collection information and it is unlikely a forger will take the time to get local cards when clerks are usually more impressed with the "name" cards anyway.

5. **Place your initials on all checks.**

   If prosecution occurs, it will be necessary to establish that the person identifying the passer is the one who actually accepted the check. Put your initials, teller number, or other identification on all checks.

Student Supplement 7

6. **Be impressed with the check—not the person.**

   Do not let a customer's appearance lull you into ignoring any of these steps. Frank Abagnale, the retired master forger, once cashed a $50 check written on a cocktail napkin, before a hidden camera for television, because the bank teller was more impressed by his appearance than by the item he presented. When you are in a hurry, or want to make an exception, think how you will defend your decision if the check is returned. Then, only the check will matter—not the circumstances in which you took it.

Adapted with permission of Frank W. Abagnale and Associates, Inc., Box 701290, Tulsa, Oklhaoma 74170; telephone 1-918-492-6590.

Other Front-Office Functions
Unit 5

Student Supplement 8—How to Spot Forged Checks

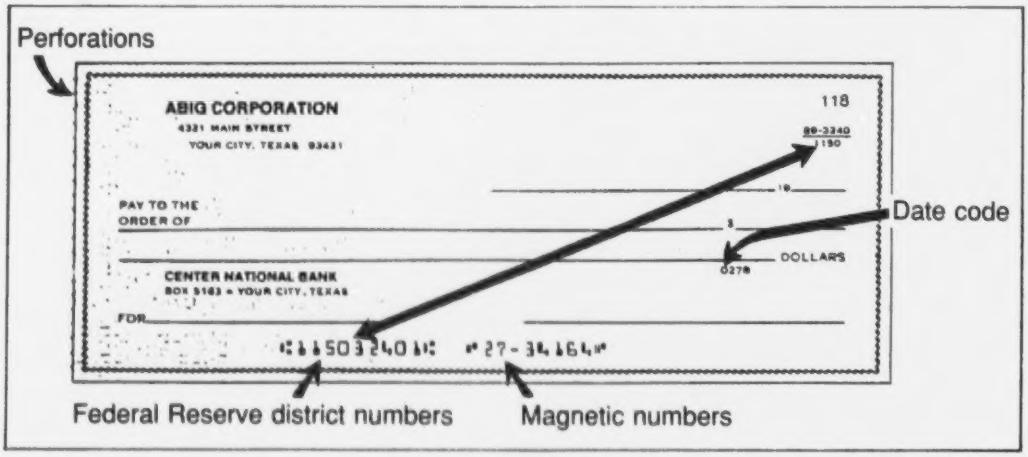
1. **Check for perforations.**

   You will be able to feel perforations on at least one edge of all legitimate checks except for government checks printed on computer card stock. Perforation equipment is expensive and bulky, so most forgers use a regular paper cutter—leaving all four sides smooth. (See Figure 1.)

2. **Watch for clues revealing color-copied checks.**

   Magnetic routing numbers at the bottom of a check will be raised off the surface—almost like braille—because of the dull ink's effect on the reflective light-duplicating process. The numbers on the copy will be shiny instead of dull. Also, because the color is created by a chemical process rather than by ink, the moisture from your fingers will often cause them to smear an opposite color.

   Figure 1


Perforations
ABIG CORPORATION
4321 MAIN STREET
YOUR CITY, TEXAS 93421
118
89-3240
1130
19
PAY TO THE
ORDER OF
$
Date code
DOLLARS
0278
CENTER NATIONAL BANK
BOX 5163 • YOUR CITY, TEXAS
FOR
Federal Reserve district numbers
Magnetic numbers

3. **Verify federal-reserve district numbers.**

   The nine-place number between the brackets is the routing code for the bank the check is drawn on. The first two numbers indicate which of the twelve federal reserve districts the bank is located in. Refer to the codes in Table 1 on the following page. It is important that you compare this code to the location of the bank, since a forger will sometimes change these numbers in order to buy more float time while the check is routed to a distant, incorrect reserve bank. It should also agree with the routing fraction printed in the upper right-hand corner. (See Figure 1)

Student Supplement 8

Table 1

Federal Reserve Bank Codes		
01—Massachusetts, Maine, New Hampshire, Connecticut, Vermont, Rode Island **02**—New York, New Jersey, Connecticut **03**—Pennsylvania, Delaware, New Jersey **04**—Ohio, Pennsylvania, Kentucky, West Virginia	**05**—Virginia, Maryland, North Carolina, Washington, D.C., South Carolina, West Virginia **06**—Georgia, Alabama, Florida, Tennessee, Louisiana, Mississippi **07**—Illinois, Michigan, Indiana, Iowa, Wisconsin **08**—Missouri, Arkansas, Kentucky, Tennessee, Indiana, Illinois, Mississippi	**09**—Minnesota, Montana, North Dakota, South Dakota, Wisconsin, Michigan **10**—Missouri, Colorado, Oklahoma, Nebraska, Iowa, Wyoming, Kansas, New Mexico **11**—Texas, Arizona, New Mexico, Louisiana, Oklahoma **12**—California, Oregon, Washington, Utah, Hawaii, Alaska, Idaho, Nevada, Arizona
Other Negotiable-Instrument Codes		
On drafts issued by savings and loan institutions and mutual savings banks, magnetic bank routing numbers may start with the digits 2 or 3. Credit-union drafts are honored by the bank on which they are drawn. International traveler's checks have routing numbers starting with 8000. U.S. Government checks contain the routing number 0000-0051.		

4. **Check magnetic numbers for dull finish.**

   The special magnetic ink required for automated check sorting is extremely flat and dull. If you spot shine, or reflected light, off these numbers when you tilt the check under normal lighting, it is probably a forgery. This ink is expensive, and restricted, so the forger will usually not go to the trouble to obtain it. Being aware of the shortcuts taken by forgers due to expense and unavailability of certain papers and inks, will help you to quickly and easily spot forged checks.

Adapted with permission of Frank W. Abagnale and Associates, Inc., Box 701290, Tulsa, Oklahoma 74170; telephone 1-918-492-6590.

Other Front-Office Functions
Unit 5

Student Supplement 9—Exchange-Rate Sheet

Foreign Markets

NEW YORK (AP) — Foreign Exchange, New York prices.
Rates for trades of $1 million minimum.

	Fgn. currency in dollars		Dollar in fgn. currency	
	Mon.	Fri.	Mon.	Fri.
f-Argent	.000101	.000101	9918.8	9918.8
Australia	.7858	.7858	1.2726	1.2726
Austria	.0883	.0889	11.33	11.13
c-Belgium	.0301	.0300	33.27	33.29
Brazil	.0012	.0013	840.00	775.35
Britain	1.8590	1.8643	.5379	.5364
30-day fwd	1.7672	1.7579	.5659	.5689
60-day fwd	1.7590	1.7494	.5685	.5716
90-day fwd	1.7510	1.7415	.5711	.5742
Canada	.8821	.8814	1.1337	1.1345
30-day fwd	.8801	.8797	1.1362	1.1368
60-day fwd	.8782	.8777	1.1387	1.1393
90-day fwd	.8764	.8760	1.1410	1.1416
y-Chile	.002715	.002739	368.33	365.16
Colombia	.001639	.001695	610.00	589.97
Denmark	.1600	.1577	6.2500	6.3400
z-Ecudr	.000877	.000881	1140.00	1135.70
ECU	1.24947	1.28251	.8003	.7781
d-Egypt	.3003	.2999	3.3305	3.3339
Finland	.2305	.2318	4.3390	4.3141
France	.1888	.1897	5.2955	5.2725
Germany	.6212	.6167	1.6098	1.6215
30-day fwd	.6187	.6144	1.6163	1.6276
60-day fwd	.6163	.6119	1.6225	1.6342
90-day fwd	.6041	.6073	1.6285	1.6466
Greece	.005460	.005503	183.15	181.72
Hong Kong	.1290	.1290	7.7545	7.7525
y-India	.0387	.0389	25.840	25.790
Indnsia	.000505	.000505	1980.00	1980.00
Ireland	1.6565	1.6380	.6037	.6105
Israel	.4292	.4401	2.3300	2.2722
Italy	.000824	.000819	1213.40	1221.50
Japan	.007692	.007695	130.00	129.95
z-Mexico	.000321	.000321	3119.01	3119.01
30-dy fwd	.007685	.007688	130.12	130.08
60-dy fwd	.007678	.007680	130.25	130.20
90-dy fwd	.007671	.007674	130.36	130.31

ECU: European Currency Unit, a basket of European currencies. The Federal Reserve Board's index of the value of the dollar against 10 other currencies weighted on the basis of trade was 87.68 Monday, off .054 points or 0.62 percent from Friday's 88.22. A year ago the index was 83.16.

Late closing prices as of 3:00 p.m. Eastern Time from Telerate Systems and other sources.

c-commercial rate, d-free market rate, f-financial rate, y-official rate, z-floating rate.

Other Front-Office Functions
Unit 5

Assignment Sheet 1—Complete a Safety-Deposit Envelope

Name ________________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Envelope for Part A is correctly completed.	______
• Envelope for Part B is correctly completed.	______

Introduction

The safety of the valuables guests bring to you to store in safety-deposit boxes is a responsibility not to be taken lightly. The hotel is held directly responsible for the value of the objects it stores. Guest-service agents must carefully follow hotel rules and procedures in meeting this responsibility.

Exercise

Part A **Complete envelope for issuing a safety-deposit box**

Directions

Study the information presented in Objective 2 of the information sheet and locate the safety-deposit envelope for Part A of this assignment in Student Supplement 1, "Safety-Deposit Envelope."

Using the information in the scenario below, correctly fill out the envelope for Part A in Student Supplement 1.

Scenario

On June 23, 1998, Larry Myers is the guest-service agent on duty when Alissa Smith asks for a safety-deposit box in which to store her diamond bracelet, which is valued at approximately $1000. Ms. Smith is a guest of the hotel staying in Room 107 until June 26.

Part B **Complete envelope for accessing and closing a safety-deposit box**

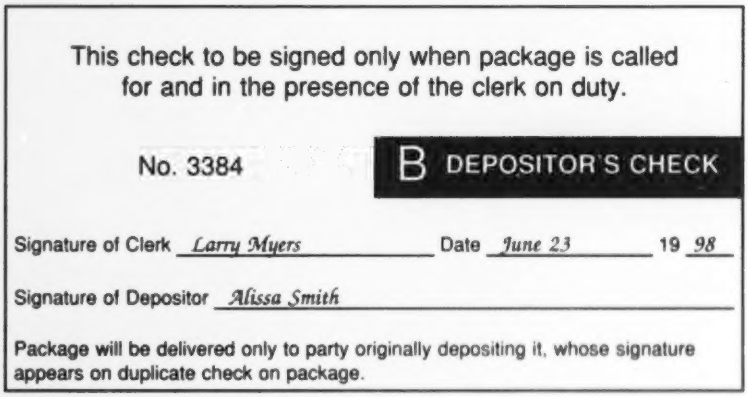
Directions

Study the information presented in Objective 3 of the information sheet. Then, your instructor will provide you with a safety-deposit envelope for Part B of this assignment. Using the information in the scenario on the next page, correctly complete the envelope.

Assignment Sheet 1

Scenario

On June 26, 1998, Larry Myers is the guest-service agent on duty when Alissa Smith asks to access the safety-deposit box that contains her diamond bracelet. She signs and then hands Larry the depositor's check below.



This check to be signed only when package is called for and in the presence of the clerk on duty.

No. 3384 **B DEPOSITOR'S CHECK**

Signature of Clerk *Larry Myers* Date *June 23* 19 *98*

Signature of Depositor *Alissa Smith*

Package will be delivered only to party originally depositing it, whose signature appears on duplicate check on package.

Used with permission of the American Hotel Register Company, Northbrook, Illinois.

Other Front-Office Functions
Unit 5

Assignment Sheet 2—Complete a Cash-Bank Record Sheet

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Currency and coins are correctly documented.	______
• Currency total is correct.	______
• Document is signed and dated.	______

Introduction

In Objectives 4 and 5 of the information sheet, you learned that you must complete a cash-bank record sheet when you open your cash bank and again when you close your cash bank. Accurate documentation of a cash bank protects you—the guest-service agent—from being held responsible for replacing any shortages that may occur in the cash-bank accounts.

Exercise

Directions

Locate Student Supplement 2, "Steps in Completing a Cash-Bank Record Sheet," and Student Supplement 3, "Cash-Bank Record Sheet." Study the information presented in Student Supplement 2.

Using the information in the scenario below, correctly document on Student Supplement 3 the opening cash bank described in the scenario.

Scenario

During this shift on September 30, 1998, Marty Sewell is entrusted with the following opening cash bank:

$300.00 in hundred-dollar bills
$ 85.00 in ones
$ 40.00 in dimes
$ 20.00 in nickels
$ 5.00 in pennies
$200.00 in twenty-dollar bills
$ 50.00 in ten-dollar bills
$ 65.00 in five-dollar bills

Other Front-Office Functions
Unit 5

Assignment Sheet 3—Complete a Cash-Deposit Envelope

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Currency, coins, checks, vouchers, and coupons are correctly documented.	______
• Totals are correct.	______
• Document is signed and dated.	______

Introduction

In Objective 5 of the information sheet, you learned that one of the steps in the process of closing a cash bank is to document the amount of currency and checks over the amount of the opening cash bank. A cash-deposit envelope is used in documenting the amount of the currency and checks. Again, accuracy in completing this documentation protects you from being held responsible for replacing any shortages that may occur in the cash-bank accounts.

Exercise

Directions

Locate Student Supplement 4, "Steps in Completing a Cash-Deposit Envelope," and Student Supplement 5, "Cash-Deposit Envelope." Study the steps in Student Supplement 4.

Using the information in the scenario below, correctly document the cash-deposit envelope in Student Supplement 5.

Scenario

At the end of this 3 p.m. to 11 p.m. front-desk shift on September 30, 1998, Marty Sewell needed to document the currency and checks for his cash deposit (see the following page).

Assignment Sheet 3

Bills		Coins		Checks	
One	$100.00	Twenty-five	$ .25	Two	$50.00
Two	50.00	Sixty	.10	#320 John Smith	
Three	20.00	Fifty	.05	#502 Mary Kane	
Four	10.00	Thirty	.01	One	$100.00
Five	5.00			#1113 Tom Jones	
Six	1.00			Two	$25.00
				#3412 Dan Fulkerson	
				#2513 Joanne Johnson	

Other Front-Office Functions
Unit 5

Assignment Sheet 4—Compute Currency Exchanges

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Current exchanges are accurately computed.	______

Introduction

As in conducting the other financial transactions studied in this unit, the guest-service agent must be accurate when exchanging foreign currency into U.S. dollars. In the exercise in this assignment, you will practice accuracy in computing this exchange.

Exercise

Directions

Study Objective 7 in the information sheet, including the computation example given in Step 6 of the objective. Then locate Student Supplement 9, "Exchange-Rate Sheet," and complete the items below.

Show your computations in the space provided and write your answers on the blanks provided.

1. A hotel guest presents you with 1,000,000 Japanese yen and requests that you change them for U.S. dollars.

   1,000,000 yen = ____________ U.S. dollars

Assignment Sheet 4

2. A hotel guest requests that you exchange 500 Canadian dollars into U.S. dollars.

   500 Canadian dollars = ____________ U.S. dollars

3. A hotel guest requests that you exchange 300 German marks into U.S. dollars.

   300 German marks = ____________ U.S. dollars

Assignment Sheet 4

4. A hotel guest requests that you exchange 100,000 Mexican pesos into U.S. dollars.

   100,000 pesos = ____________ U.S. dollars

5. A hotel guest requests that you exchange 600 English pounds into U.S. dollars.

   600 English pounds = ____________ U.S. dollars

Assignment Sheet 4

6. A hotel guest requests that you exchange 1200 French francs into U.S. dollars.

1200 French francs = ____________ U.S. dollars

Other Front-Office Functions
Unit 5

Job Sheet 1—Set Up a Cash Drawer

Name ____________________ Date ____________

Attempt __________ Overall rating __________

Evaluation criteria	Rating
• Cash-bank record sheet is correctly placed.	______
• Large bills ($100) are correctly placed.	______
• Remaining denominations of bills and coin are correctly placed.	______

Introduction

As you learned in Objective 6 of the information sheet, one of the steps in opening a cash bank is setting up the cash drawer correctly. Setting cash drawers up in an established order helps you in selecting proper bills and coins and in preventing mistakes when counting money to a guest.

Equipment and materials

- Cash drawer with cash tray

  Note: Most cash trays have two rows of pockets with five pockets per row. See Figure 1.

- Cash bag containing cash bank (currency—play money or real) to include the following denominations of bills and coins:

Bills	Coin
$100 bills	$ .50
$ 50 bills	$ .25
$ 20 bills	$ .10
$ 10 bills	$ .05
$ 5 bills	$ .01
$ 1 bills	

- Opening cash-bank record sheet

Procedure

☐ 1. Place opening cash-bank record sheet under cash tray.

☐ 2. Remove cash bank from cash bag.

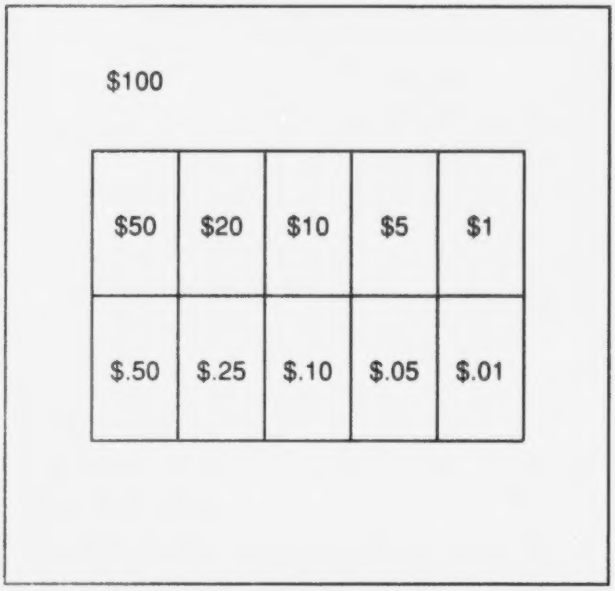
Job Sheet 1

☐ 3. Place $100 bills in cash bag and place bag in cash drawer behind cash tray.

☐ 4. Arrange remaining currency (bills and coins) in cash tray

a. Place $50 bills in the first left-hand pocket of the back row of the cash tray (see Figure 1).

Figure 1



$100

$50	$20	$10	$5	$1
$.50	$.25	$.10	$.05	$.01

b. Place bills of descending denominations in remaining pockets of back row (see Figure 1).

c. Place 50-cent coins in first left-hand pocket of first row of cash tray (see Figure 1).

d. Place coins of descending denominations in remaining pockets of front row (see Figure 1).

Evaluator's comments ______________________________

____

____

____

Glossary

Advance-deposit reservation—Guaranteed reservation in which guest provides required partial payment by predetermined day/time before date of arrival

Advance-payment reservation—Guaranteed reservation in which guest promises payment in full by predetermined day/time before date of arrival

Aptitude—Talent or potential for being able to do something

Call sheet—Form used in recording wakeup-call information

Career—Path person follows within an occupational area

Cash bank—Currency kept at front desk to accommodate cash transactions such as cashing checks for hotel guests

Cash-bank record sheet—Form used to document type (cash or coin) and denominations of currency issued to a guest-service agent entrusted with a cash bank

Cash-deposit envelope—Form used to store and document type and denominations of currency and amount of checks collected over the amount of the opening cash bank issued to a guest-service agent

Checkout—Stage in a hotel's guest cycle in which the guest vacates room, settles account, returns room keys, and departs hotel

Computerized recordkeeping system—Computer-based hotel recordkeeping system using specialized hotel-industry software programs that record and store guest information and transactions

Concierge department—Guest-service department that provides extended guest services such as making theater reservations and organizing special functions

Console—Hotel telephone system used to handle incoming and in-house telephone communications

Credit-card reservation—Guaranteed reservation in which guest provides credit-card information and agrees to have bill charged to that account at end of hotel stay

Denomination—Value of an item in a series (as of money)

Direct billing—Guaranteed reservation in which guest receives preapproval from hotel management to be billed for all/some charges after hotel stay

Front-office department—Guest-service department that registers guests, assigns guests to rooms, and check out guests; receives payments and posts charges to guest accounts, makes change, and cashes guests' checks

Glossary

Guaranteed reservation—Reservation type in which hotel agrees to reserve a room for guest even past cancellation hour; guest promises to pay hotel for room even if room is not used

Guest-service agent—Front-line employee working in a department of the guest-service division of a hotel

Interest—Thing, subject, or activity in life that you like to do or that makes you happy

Job—Planned or responsible activity a person performs with expectation of return for efforts

Limited-service hotel—Hotel offering a limited range of services; staffing level may be very limited; services provided may be limited to certain periods of the day

Manual recordkeeping system—Hotel recordkeeping system relying on handwritten forms to record guest information and transactions

Mid-range hotel—Hotel offering a modest but sufficient level of service; although staffing level is adequate, the property does not try to provide overly elaborate service

Non-guaranteed reservation—Reservation type in which hotel agrees to reserve a room for guest only until stated cancellation hour on date of arrival; guest does not pay hotel for room if room is not used

Occupancy—Stage in a hotel's guest cycle in which the guest arrives at room, occupies room, and begins stay

Occupational area—Group of jobs similar according to the nature of the work being performed

PBX department—Guest-service department that provides the communication link between the hotel staff and its potential guests and suppliers and between registered guests and family, friends, and business associates

Registration—Stage in a hotel's guest cycle in which the guest arrives at hotel, provides/confirms reservation information, approves/confirms room type and room rate, confirms method of payment, and receives room key

Reservation—Stage in a hotel's guest cycle in which the guest contacts hotel, informs hotel personnel of planned stay, provides hotel with personal information, and selects method of payment

Reservations department—Guest-service department that quotes rates according to hotel policy, accepts or denies reservations, changes status of accepted reservations as necessary, and keeps up-to-date inventory of status of rooms sold

Glossary

Safety-deposit envelope—Form used to store and document ownership of articles placed in hotel's safety-deposit boxes

Skill—Activity you have been trained to do and have practiced doing

Uniformed-service department—Guest-service department that greets and helps guests to the front desk and to their rooms; takes guests to the cashier, out the front door, and into their transportation

Value—Personal judgment concerning the importance or worth of a thing or quality

World-class hotel—Hotel offering a high level of service; services offered are varied and elaborate; staffing level is high in relation to the number of guest served, enabling hotel to stress fast, personal response to guest requests